Teacher And Principal Perceptions Of Deliberate Principal Behaviors Related To School Climate

By

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Dedication

I dedicate this research study to my beautiful wife, Christina and children Aubrey, Bailey and

Caleb. I am grateful for their unwavering support, understanding and encouragement. This

milestone would not have been achieved without you all in my corner cheering for me. I love

you all!

Acknowledgement

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Abstract

The passage of various federal legislative acts brought about different demands on public school principals, most notable accountability. The purpose of the mixed methods study was to answer questions regarding what specific principal leadership behaviors promoted a healthy school climate in high schools. The research used two different survey instruments to obtain perception data from high school teachers in one school district. The Leadership Practices Inventory and Organizational Climate Descriptors Questionnaire-RS was electronically sent to high school teachers. A total of 66 participants completed both survey instruments. The research utilized a Pearson Correlation to measure to what extent relationships existed between teacher perceptions of leadership behaviors and school climate. The qualitative component of this study was the use of a focus group. The principals of the teachers surveyed were the participants of the focus group. Data from the focus group was transcribed and themes were identified. The overall finding of this study was that principal behaviors did influence teacher perceptions of school climate.

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CHAPTER 1

INTRODUCTION

Leadership in any organization was vital for success. Schools were not exempt from this observation resulting in the role of the school principal being important to school success. With recent changes in law and policy, behaviors successful school leaders displayed to promote school success needed to be studied. A research-based understanding of specific leadership behaviors that promoted school success helped improve practice. Therefore, the researcher proposed to determine what specific behaviors successful principals exhibited.

Prior to 1965 the federal government's role in education was that of providing funding or land rather than matters of curriculum nor daily operations of schools. April 9, 1965 marked a significant change to American public education as President Johnson signed into law the Elementary and Secondary Education Act (ESEA) (Standerfer, 2006). The ESEA was replaced in 1994 by Goals 2000 (Heise, 1994), which was later replaced by No Child Left Behind in 2001 (Van Roekel, 2008). In December of 2015 the latest version of federal education reform was passed called Every Student Succeeds Act of 2015 (Fennell, 2016). Consequently, demands on principals increased as they became the point person for criticism while maintaining the balance of leading a school and promoting positive school climate (Lashway, 2000). Understanding whether the principal was a factor in school academic achievement and promoting school climate became paramount.

According to Marzano, Waters and McNulty (2005) and Kythreotis, Pashiardis, and Kyriakides (2010) a principal's leadership behaviors, the way a principal responded

to various situations, was a factor that had a significant impact on student achievement outcomes. The behaviors of the principal changed significantly due to the need for school leaders to place more focus on instructional leadership (Soehner & Ryan, 2011), thus it was necessary to gain an understanding of the behaviors that had an impact on student achievement and school success (Soehner & Ryan). Cobb (2014) and Wilson (2011) agreed the building principal had a significant impact on school climate and student achievement. Cobb claimed that it was the principal who was responsible for establishing the school climate, norms and expectations based upon the behaviors they portrayed. Horng, Klasik and Loeb (2010) and Grissom and Loeb (2011) found a correlation between strong organizational behaviors and positive school performance. Horng et al. found a principal's ability to effectively execute organizational behaviors had a more direct impact on school effectiveness than those tasks directly related to instruction. With the understanding that the principal did influence academic achievement and had an impact on school climate, the specific behaviors that most influenced achievement and climate in a positive manner needed to be studied.

Perceptions of teachers regarding of school climate were shaped by principal behaviors; specifically, teachers saw school climate as positive when the principals' actions were aligned with their words (Allen, Grigsby & Peters, 2015). May and Sanders (2013) found when principals displayed transformational leadership behaviors they had greater success in improving schools. Day, Gu and Sammons (2016) claimed there was not a dominant leadership style, however effective principals utilized aspects of several different leadership styles. Urick and Bowers (2014) confirmed this claim in that the principal's action depended on the context, situation and other factors. International

studies concluded a significant relationship existed between teacher practices and transformational leadership of secondary school principals (Izham, Hamzah, & Yakop, 2011). Arbabi and Mehdinezhad concluded there was a significant positive correlation and teacher self-efficacy improved when principals displayed higher levels of collaborative leadership.

Historically, Loukas (2007) stated school climate was a complex compilation of physical, social and academic dimensions of the school. Understanding the influence school climate played in school success was essential. School climate was related to student development and student scholastic growth as well as teacher retention (Thapa, Cohen, Guffey & D'Alessandro, 2013). Hughes and Pickeral (2013) stated, healthy student and teacher relationships as well as student achievement improved, and school personnel developed meaningful ownership and individual engagement increased when principals demonstrated shared leadership. Further, Cohen and Brown claimed teacher job satisfaction and student achievement and success were high in schools with a positive school climate.

Purpose of the study

The researcher proposed the purpose of this mixed methods study was to gain understanding of the degree to which principal leadership behaviors influenced positive school climate. The researcher proposed to survey teachers in one school district in Georgia. The purpose was to gain perception data regarding principal leadership behaviors and school climate. Once the data was collected, the researcher analyzed the data using the Pearson Correlation Coefficient to determine correlations between Leadership Practices Inventory (LPI) and Organizational Climate Description Question-

RS (OCDQ-RS). Specifically, the strength of correlation between teacher perception regarding leadership behaviors of principals and the influence of those behaviors on promoting positive school climate. The Organizational Climate Description Questionnaire (OCDQ) was originally developed in 1963 to understand the organizational climate of elementary schools (Halpin & Croft, 1963). The OCDQ-RS was later developed to understand the organizational climate in high schools (Kottkamp, Mulhern & Hoy, 1987). The instrument was revised and tested to ensure validity and reliability by the authors. In addition, Westhuzien and Mentz (1993) and Mentz and Westhuzien (1993) conducted investigations and determined the OCDQ-RS was valid and reliable. The LPI was developed in 1982 by first asking leaders to explain their personal best stories. What emerged after further testing was Five Leadership Practices; Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart (Kouzer & Posner, 2017). Further testing was conducted to demonstrate the LPI was a valid and reliable instrument. After further testing to include cross cultural and gender analysis Posner and Kouzes (1988) claimed the LPI had strong internal reliability. In addition to surveying certified high school teachers, a focus group meeting was conducted with four high school principals in this school district. The purpose of this focus group meeting was to gain data pertaining to the deliberate behaviors these high school principals exercise to promote positive school climate.

Statement of Problem

Questions existed concerning what specific leadership behaviors promoted a healthy school climate in high schools. The literature provided insight for effective school leadership behaviors, however with the increasing importance of effective school

leaders and recent changes in school policy a new study needed to be conducted. The researcher proposed to ascertain which school leadership behaviors were perceived by teachers as effective in promoting a healthy school climate.

Research questions

Existing research provided insight for effective school leadership behaviors, however with the increasing importance of effective school leaders and recent changes in school policy, there was a gap in existing literature. Therefore, the researcher proposed to examine which school leadership behaviors were perceived by teachers as effective in promoting a healthy school climate. The following research questions guided this study.

(1) To what extent do relationships exist between teacher perceptions of principal leadership behaviors when compared to the Leadership Practices Inventory?

(2) To what extent do relationships exist between teacher perceptions of principal behaviors and school climate as measured by the Organizational Climate Descriptors Questionnaire-RS?

(3) What are the deliberate behaviors high school principals exercise daily to promote school climate as identified by high school principals?

Figure 1. Conceptual Framework
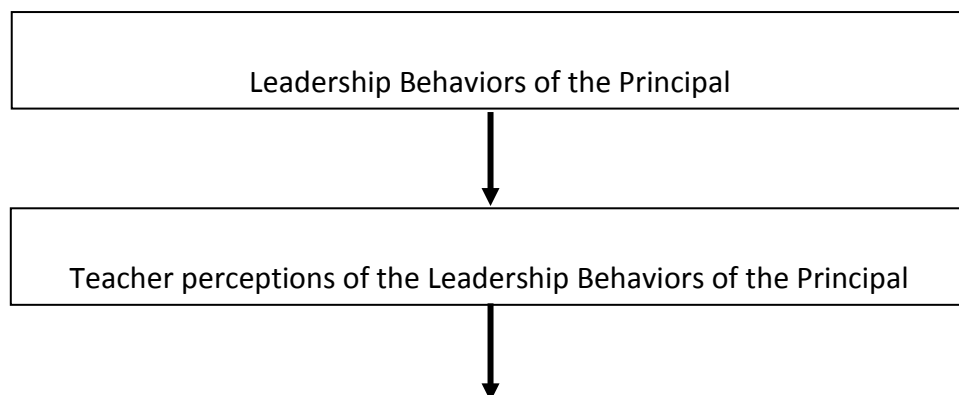
Teacher perceptions of School Climate

The conceptual framework above provided graphical representation of the direction for this study. The conceptual framework represented the theory that the leadership behaviors of the principal establish the teacher perception of the leadership behaviors of the principal. Teacher perceptions of principal leadership behaviors established teacher perceptions of school climate. Allen, Grigsby and Peters (2015) claimed teacher perceptions of school climate were shaped by principal behaviors specifically, when the principals' actions were aligned with their words teachers saw the school climate as positive. Cobb (2014) and Wilson (2011) agreed the building principal had a significant impact on school climate. Further, Cobb claimed that based upon the behaviors portrayed the principal was responsible for establishing the school climate, norms and expectations.

Significance of the study

Teachers were leaving the education profession at an alarming rate. Colleges and Universities were not graduating as many students from teacher preparation programs. Aragon (2016) stated the total enrollment in teacher preparation programs for the year 2008-2009 was 719, 081. Five academic school years later the total enrollment was down to 465,536. In addition, from the 2010 to 2014 high school graduate interest in a general education major dropped 3% from 15,595 to 10,678 (Aragon). Owens (2015) reported within the first five years of teaching 44% of public school teachers were leaving the profession. The Georgia Professional Standards Commission conducted a survey in which 26,603 elementary school teachers, 11,989 middle school teachers, and 13,773

high school teachers responded (Owens). Teachers were asked to provide insight as to why they were leaving the profession and on the top 10 list was that of school and district leadership (Owens). Owens found teachers claimed leadership made an immeasurable impact on the cause of the teacher drop-out rate. While inconsistencies existed in whether leadership was positive or negative, strong leadership protected teachers from arduous and hectic situations (Owens). Understanding school leadership behaviors that positively impacted school climate and what behaviors effective school leaders exhibited was essential to curb this downward trend. The findings of this study could provide insight for leader preparation programs, policy development, and to improve school leader practice. The findings of this study had the potential to influence teacher and student experiences, promote healthier school climates and possibly promote student success.

The Georgia Department of Education began assigning schools with School Climate Rating on the 2014 College and Career Ready Performance Index (CCPRI). The final school climate rating was published from one to five stars (Georgia Department of Education, 2017). The overall climate rating contained four domains survey responses, school discipline data, safe and substance free learning environment, and school wide attendance (Georgia Department of Education). Of the four high schools used in this study three earned star ratings of three stars and the remaining two schools earned star ratings of four stars (Georgia Department of Education). This further added to the significance of this study. Since schools were assessed and earned a specific rating based upon school climate a better understanding of what principal behaviors influenced school climate, provided an improvement for schools.

Research Design

      The researcher used a mixed methods approach to conduct this research study. Gravetter and Wallnau (2016) stated statics were a collection of mathematical procedures used for gathering and explaining data. These procedures were informative and summarize large quantities of data less complex in simpler terms (Gravetter & Wallnau). For this study, the researcher used the correlational method, which is the measurement of two different variables to define to what extent, if any, a relationship exists between the variables (Gravetter & Wallnau). Since the data collected for this study was in numerical form the quantitative method was preferred over other research designs. It should be noted that the correlation method had limitations. While the correlation method explained if a relationship existed between two variables, an explanation of the cause and effect was not established (Gravetter & Wallnau). Specifically, for this study the researcher employed the Pearson Correlation, which "measures the degree and the direction of the linear relationship between two variables" (Gravetter & Wallnau, p. 490). The researcher determined the linear relationship between principal leadership behaviors and teacher perception of those behaviors on school climate. To obtain this data, the researcher performed a Pearson Correlation study on survey responses from teachers of four different Georgia High Schools. The survey instruments used were the Leadership Practices Inventory and Organizational Climate Descriptors Questionnaire-RS.

Procedures

      The researcher conducted the study in four traditional high schools located in the state of Georgia. The survey was sent to all teachers regardless of subject or content taught in the four traditional high schools to increase participation and sample size. This

research was focused to teacher perceptions in the traditional high school setting only, therefore middle and elementary school teachers were not surveyed. The four traditional high schools spanned the spectrum of affluent to low-socioeconomic status, as well as high achieving and low achieving. The sample selected provided insight to the linear relationship, or lack of, regardless of demographics. The researcher used two different survey instruments for this study. The Leadership Practices survey was used to gain teacher perception data about principal leadership behaviors. Secondly, the Organizational Climate Descriptors Questionnaire-RS was used to gain data pertaining to teacher perception of school climate. To conduct this study the researcher first the researcher asked the principals at each high school for permission to conduct this study at their schools. Secondly, permission from Columbus State University's IRB as well as the local districts IRB was obtained. The data was collected electronically, and a Pearson Correlation was conducted on the data. The data was reported in charts, tables as well as narrative form.

Limitations

1. The sample size was limited to one central Georgia School District, which included traditional high schools.

2. The number of participants was limited to teachers within the high schools.

3. The number of responses in this study were limited to the number of teachers who responded to the surveys.

4. The only factor of school climate studied in this research was that of teacher perceptions of principal behaviors.

5. One high school was excluded from data collection due to the researcher's position at the school.

Delimitation

1. According to previous studies the Leadership Practices Inventory was a reliable and valid research instrument.

2. According to previous studies the Organizational Climate Description Questionnaire- Revised for High School was a reliable and valid survey.

3. The researcher conducting this study was employed by district in which the study was conducted.

Definitions

Leadership Practices Inventory- A 30 question survey that uses a Likert scale to measure the Five Practices of Exemplary Leadership which are Model the Way, Inspire Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart.

Organizational Climate Descriptors Questionnaire- revised for high school- A 34 question survey that uses a Likert scale to measure teacher perceptions of school climate. The descriptors were supportive principal behaviors, directive principal behaviors, engaged teacher behavior, frustrated teacher behavior, intimate teacher behavior and openness index.

Principal- For this study, a principal was a person employed to provide oversight for the total educational program for students in grades 9-12.

Teachers- For this study, teachers were defined as individuals who held a valid Georgia teaching certificate through the Georgia Professionals Commission and were employed in the district in which this study was conducted.

Educational reform- Educational reform was the results of civic and governmental forces seeking for school improvement to improve learning for all students without respect to gender, ethnicity, or economic status (Madsen, Schroeder & Irby, 2014).

School district- For this study, school district was defined as the school district in which this study was conducted.

High school- For this study, high schools refer to schools that instruct students in grades 9-12.

School climate- For this study, school climate was defined as the physical, social and academic dimensions of a school (Loukas, 2007).

Perception- For this study, perception refers to the thoughts and beliefs of teachers regarding their principal's leadership behaviors.

Leadership behaviors- for this study, leadership behaviors refer to those practices that school principals exhibit while leading schools.

Deliberate behaviors- for the purpose of this study, deliberate behaviors refer to the behaviors high school principals exercised intentionally in their day to day leadership of their school.

Elementary and Secondary Education Act (ESEA)- legislation passed by President Johnson to provide equal educational opportunities to disadvantaged students.

Goals 2000- legislation passed to provide federal funding to States for participating in national reform.

No Child Left Behind (NCLB)- legislation passed to close achievement gaps which permitted government to put sanctions on school districts that did not meet increasing expectations.

Adequate Yearly Progress (AYP)- growth measures that birthed out of NCLB where schools had to show gradual improvement based on Annual Measureable Achievement Objectives.

Every Student Succeeds Act (ESSA)- legislation that replaced NCLB and AYP demands as well as interventions placed on states who consistently failed to meet AYP. Gave states and local districts more independence to address achievement gaps.

Summary

Through a mixed methods study the researcher studied the relationships of principal leadership behaviors and their influence on school climate. The researcher used a Pearson Correlation of LPI and OCDQ-RS to determine the relationship between teacher perceptions and principal leadership behaviors. The purpose of this study was to study the problem of understanding what leadership behaviors of the principal promoted a healthy school climate. Teachers were leaving the profession of education at an alarming rate and better understanding of how principals can promote school climates that are positive could potentially reverse this trend. The researcher surveyed teachers at four high schools in one school district and gained perception data.

Chapter two provided a review of literature pertaining to the history of school reform to demonstrate the change in principals' responsibilities. Further, the researcher presented research concerning various leadership styles of behaviors found in the literature. Literature about neuroscience and leadership, resilience and the role of leadership in the change process was briefly reviewed in Chapter two. Finally, the literature concerning the second major theme of this study, school climate, was reviewed.

CHAPTER 2

REVIEW OF LITERATURE AND RELATED LITERATURE

Introduction

      The researcher reviewed the literature beginning with a historical overview of school reform to gain an understanding of how Federal government reform efforts impacted school principals. In addition, the researcher examined recent research pertaining to principal behaviors, specifically regarding transformational, transactional shared instructional leadership and integrated leadership styles. The researcher concluded by examining the impact of principal behaviors on school climate.

Historical Overview

During the presidency of Lyndon B Johnson, the Elementary and Secondary Education Act (ESEA) passed (Standerfer, 2006). Prior to *ESEA* the Federal government's involvement in public education was limited to funding special projects or providing land as public education was a state's rights. This new involvement of the federal government was expected to reduce the achievement gap, in that *ESEA* provided federal funding to schools based upon their socioeconomic status and left alone schools that were performing well. Standerfer claimed an appeal for accountability was birthed out of the increased involvement of federal funding. The authors of *A Nation at Risk: The Imperative for Educational Reform* (National Commission of Educational Excellence, 1983) suggested that America was at risk due to the eroding foundation of America's educational system (Goldberg & Harvey, 1983). Goldberg and Harvey stated that education was the crucial dynamic undergirding the Nation's future. The purpose of this "clarion call" was to remind American citizens of the importance of education that helped establish the foundation and blaze the trail for the future of the Nation (Goldberg & Harvey). The National Commission on Excellence in Education spoke specifically to school and school system leaders in that these individuals play a critical part in building support for and carrying out the reform they suggested. In addition, school boards were challenged with developing leadership skills in their leaders in order for these reforms to be successful (National Commission on Excellence in Education). Further, the reform suggested that Americans' hold these individuals accountable for achievement of students (Goldberg & Harvey).

Goals 2000 of 1994 signified the end of an era of school reform but marked the beginning of a new one (Heise, 1994). By establishing national educational goals and a system by which states could accept money for participating in national reform *Goals 2000* established a new position for federal government in public education (King, 1994). Even though *Goals 2000* was completely voluntary, the funding available to those who did volunteer was too attractive and useful to abandon as well as certain aspects within the reform that required all to comply (King). This new reform movement increased the federal government's authority and decreased state and local control over education policy (Heise). Even though the Constitution did not mention education, *Goals 2000* expanded the federal government's role in educational policymaking (Heise). In an article written in 2000, Larry Lashway contended the role of the principal and the idea of accountability were not new concepts. However, the state and federal policymakers brought a whole new meaning to the idea of school accountability. Lashway (2000) stated principals had always been accountable for fair treatment of staff, listening to stakeholders, being instructional leaders and ensuring fiscal responsibility. However, new regulations shifted accountability to demand higher academic student achievement which typically translated to higher scores on standardized tests (Lashway). Lashway claimed the publication of school performance created an educational climate where schools were either shamed for poor performance or praised for high performance. To effectively lead in these changing times principals had work to find a balance and establish a vision that moved the school forward while sharing leadership with teachers (Lashway). Schools needed to adapt and build capacity to accept more scrutiny and the principal became the point person responding to critics while continually meeting the day to day needs of

running a school (Lashway). Lashway further stated the principal needed to maintain high expectations for themselves and for the school, creating a no excuses paradigm in regards for student success.

Eliminating achievement gaps and increasing student achievement was the primary intent of *No Child Left Behind* Act of 2001 (Van Roekel, 2008). An unintended consequence of this reform was placing the school leadership as the focal point in achieving the goals (Van Roekel,). *No Child Left Behind Act* (NCLB) allowed leveled sanctions to be placed on schools which could reduce a principal's authority and ultimately lead to dismissing the principal if the school consistently failed to meet Adequate Yearly Progress (AYP) (Van Roekel). Van Roekel further claimed that NCLB increased public scrutiny of principal performance due to increased parental notifications which led to increased stress to produce results.

Husband and Hunt (2015) reviewed empirical literature related to NCLB and its effectiveness on various student groups. Husband and Hunt claimed NCLB was the most significant educational reform passed in America in years. NCLB reform had major implications on public perception of schools and significantly impacted the day to day activities of students, faculty and staff, and school leaders (Husband & Hunt). Increased accountability came in the form of Adequate Yearly Progress (AYP) based upon Annual Measurable Achievement Objectives (AMO's) which gradually increased yearly to ensure that by year 2014 all students, including all subgroups and students with special needs, would reach 100% proficiency in reading and math (Husband & Hunt). Husband and Hunt stated schools who did not meet AYP for two consecutive years were labeled as in need of improvement and schools who failed to meet AYP four consecutive years were

subject to punitive action such as replacing staff, decreasing the principal's authority or a reorganization of the school. In addition, this reform gave parents the option of sending their child to a better performing school in the same district (Husband & Hunt). Husband and Hunt stated that even though NCLB was not successful in its attempts to improve achievement of all students, it caused school administrators to alter their practices in order to respond to the requirements of NCLB.

In December 2015 *Every Student Succeeds Act* (ESSA) of 2015 was signed into law (Brenner, 2016). The new law took effect in the fall of 2016 with the US Department of Education having one year to finalize regulations (Fennell, 2016). Darrow (2016) claimed that ESSA narrowed the federal government and gave more control to individual states and districts. Gone was Adequate Yearly Progress as well as the interventions imposed on schools who failed to meet AYP (Fennell). Schools were required report the performance of students and sub groups, but states and local school systems were given autonomy to intervene and develop improvement strategies on the behalf of students (Brenner). Individual states were also given the discretion to determine Highly Qualified teacher requirements for teachers allowing flexibility for teacher requirements (Fennell). While under ESSA the Federal government's role decreased, Gross and Hill (2016), predicted special interest groups would continue to call the public's attention to achievement gaps and unproductive schools. This was due to the policy feedback theory which argued that remnants existed after polices were replaced (Gross & Hill). Specifically, the accountability aspects of NCLB continually called attention to the performance of schools and school leadership as many found value in school accountability (Gross & Hill)

Is the role of the principal important?

Historically, researchers examined the school principal as a factor of school effectiveness and Austin (1979) claimed schools that exceeded expectations had a principal that was an expert leader. Austin stated that teachers perceived their principals as instructional leaders. Exceptional principals held high expectations for students and teachers and as a result students rose to achieve at high levels (Austin). Effective school leaders developed a climate that promoted interactions of staff members to share ideas and avoided micromanaging teachers and gave them the freedom to innovate teaching and learning practices (Austin). Hallinger and Heck (1998) conducted a review of research from 1980 to 1995 to investigate the relationship principals and student achievement. Specifically, they reviewed 40 published journal articles, dissertations and papers delivered at peer-reviewed conferences. From their quantitative analysis Hallinger and Heck concluded principals had a statistically significant but indirect effect on school effectiveness and student achievement. This affect was in the form of organizational structure, culture, setting school performance targets and social interactions of students and staff (Hallinger & Heck). Primarily, by creating a compelling vision, mission and specific focus the principal established the school's direction (Hallinger & Heck).

Marzano, Waters and McNulty (2005) performed a meta-analysis of research from 1978-2001 which included 650 building principals, 69 studies, 2802 schools, 1.4 million students and 14, 000 teachers. The goal of their study was to identify research-based practices of effective principals. Five years later Kythreotis, Pashiardis, and Kyriakides (2010) conducted a longitudinal study which involved 22 schools and 55 classes to determine the direct and indirect effects of principal behaviors on student

achievement. According to Marzano et. al and Kythreotis et al. a principal's leadership behavior was a factor that had a significant impact on student achievement outcomes. Soehner and Ryan (2011) conducted a similar review of literature and concluded principals had an indirect on student achievement but were the groundwork for instructional leadership. The behaviors of the principal changed significantly due to the need for school leaders to place more focus on instructional leadership (Soehner & Ryan), thus it was necessary to gain an understanding of the behaviors that impacted on student achievement and school success (Soehner & Ryan). Cobb (2014) and Wilson (2011) agreed the building principal had a significant impact on school climate and student achievement. Cobb claimed that it was the principal who was responsible for establishing the school climate, norms and expectations based upon the behaviors they portrayed. Horng, Klasik and Loeb (2010) executed an investigation to observe the time principals spent on different administrative tasks. Grissom and Loeb (2011) conducted a quantitative study to understand which principal practices had the most influence for school success. Horng et al. and Grissom and Loeb both found a correlation between strong organizational behaviors and positive school performance. Horng et al. found a principal's ability to effectively execute organizational behaviors had a more direct impact on school effectiveness than those tasks directly related to instruction. What are the principal behaviors that effect schools?

Harvey and Holland (2013) stated five key behaviors effective principals exhibited were to shape a vision of academic success for all students, create a climate hospitable to education, cultivate leadership in others, improve instruction, and manage people, data and processes to foster school improvement. Successful principals

demonstrated these behaviors in that they communicated high expectations for all

students, established a climate where learning is the center of day to day operations,

established channels by which leadership was being developed at all levels, spent time in

classrooms to provide effective feedback to improve teaching and learning, and used data

to make informed decisions about every aspect of their school (Harvey & Holland).

Louis, Dretzke, and Wahlstrom (2010) surveyed teachers from 180 schools from

45 different school districts to investigate if shared leadership, trust and instructional

support influenced teacher effectiveness as well as did principal behaviors contribute to

student achievement. Through their quantitative paired-sample t-test Louis et a. (2010)

found effective principals involved teachers in the decision-making process and placed

significant focus on instructional and shared leadership. Further Louis, Leithwood,

Wahlstrom, Anderson (2010) performed a mixed methods study by surveying 8,391

teachers, 471 school administrators, interviewing 581 teachers and administrators, 304

district office staff and 124 state level staff, and conducted 312 classroom observations.

Louis et al. found that shared leadership centered on increasing teacher competency and

pedagogical skills influenced student learning. In 2014, Urick and Bowers conducted a

latent class analysis to understand the different behaviors used by principals. The final

sample included survey responses from 7,650 teachers and principals. Urick and Bowers

(2014) claimed the role of the principal shifted from a primary focus of building

community, establishing a mission and providing professional development to a focus on

principals guiding the instructional program and involving teachers with carrying out

these tasks. Shared instructional leadership is defined as "synergistic power of leadership

shared by individuals through the school organization" (Urick & Bowers, p. 102). The

synergistic power created through shared instructional leadership created teacher commitment and empowerment resulting in increased student achievement (Urick & Bowers). Leithwood and Sun (2012) performed a meta-analytic review of 79 unpublished studies regarding transformational school leadership. Leithwood and Sun stated a direct relationship of principal perceptions of school climate and student achievement existed. Further, schools with positive relationships between student and principal perceptions of climate potentially improved influence on student achievement. Stone-Johnson (2013) sought to create a theory for responsible leadership by conducting a mixed methods investigation of data from the Performing Beyond Expectations project. Stone-Johnson found schools exceeded expectations and working relationships between school leaders and teachers were stronger when leaders shared leadership. This type of school culture created a sense of ownership and led to higher student achievement (Wilhelm, 2013). Shaw and Newton (2014) desired to understand if teachers that perceived their principal as a servant leader had higher rates of job satisfaction. The authors surveyed 15 schools and 1092 teachers and obtained 234 usable surreys. Shaw and Newton concluded principals who practiced servant leadership behaviors had a positive impact on teacher job satisfaction. Characteristics of these behaviors were serving the faculty and staff, building trust and empowering teachers, a sense of humility, and an ability to see potential in all teachers (Shaw & Newton).

The field of neuroscience's explanations of effective leadership

Neuroleadership researchers were gaining insight on how the brain operates regarding leadership (Rock, 2010). Rock stated neuroscience was providing significant innovations to the field of leadership and armed with a better understanding of how to

measure leaders in real-time accurately, leaders could be better trained and prepared to lead their organizations. Waldman, Balthazard and Suzanne (2011) claimed neuroscience could be used to explain certain aspects of leadership. Waldman et al. claimed that a correlation exists between right frontal coherence, "a way of measuring the interconnectedness of areas of the brain" (p. 62), and the leader's ability to execute the organizational behaviors. According to Waldman et al. studying brain activity helped identify individuals who had the ability to be strategic decision makers and exhibit the behaviors identified by Harvey and Holland (2013). In addition, advances in neuroimaging were making it possible to view aspects of the brain that related to moral-based decisions, and Waldman et al. suggested that frontal regions of the brain controlled certain functions such as emotions, mental functions and visionary behaviors. Zhe and Yazdanifard (2015) identified four major neurochemicals found in the body; specifically, serotonin and oxytocin were positive neurochemicals in that they promoted a healthy work environment. According to Zhe and Yazdanifard, serotonin helped the employee trust in the leader and was the neurochemical responsible for motivating followers to perform for the leader. Zhe and Yazdanifard claimed neurochemicals used correctly could motivate employees and build a strong positive workplace culture. The key was for the leader to know the needs of their organization and its people and take a balanced approach to create interactions that caused the release of the correct neurochemical each situation requires (Zhe & Yazdanifard). Zak (2014) stated that new findings in neuroscience labs potentially paved the way to better understand and leverage trust to build stronger organizations. Zak, defined trust as the lubricant that minimized resistance between individuals. Zak, further claimed the neurochemical oxytocin was responsible

for establishing trust due to the fact oxytocin reduces levels of fear, and promotes family-like bonds with others. According to experiments conducted by Zak the presence of oxytocin was responsible for feelings of empathy and creating meaningful relational bonds.

The traits of a resilient school leader

Resilience was described as the ability for a leader to exhibit courage and bounce forward in the face of adversity (Allison, 2011). Patterson, Goens & Reed (2009) defined resilient leadership as the ability to consistently recover, learn, grow and mature when faced with tough, chronic challenges and adversity. Leaders were called on constantly to exhibit various traits that promoted leader and organizational resilience and researchers clearly identified these traits as self-efficacy, realistic optimism, having a strong inner circle, and sense of humor. Arias (2016) claimed demonstrating extraordinary courage and surviving intense adversity was directly connected to a person's self-efficacy. Patterson et. al. defined self-efficacy as the leader's self-confidence and aptitude to take the correct action when opposed by adversity. A correlation existed in that the stronger the leader's sense of self-efficacy the greater the leader's resolve, determination and resilience. Secondly, resilient leaders were realistic optimists and based actions on data and observations instead of emotions (Martel & Perkins, 2016). Allison found that resilient leaders were keenly aware of unfavorable data and, unlike their pessimistic counterparts, found this data compelling and saw it as a source of motivation. Patterson et. al. claimed this difference was because resilient leaders believed they were in charge of their futures and could affect positive change for their futures regardless the situation. A third trait of resilient leaders was that of healthy relationships, networking and as the

leader grew in experience the role of mentors became vital (Martel & Perkins). Allison

claimed that through leadership coaching resilience could be discovered and developed.

The network came in the form of family, close friends, community leaders or co-workers

(Arias). In addition to those individuals, Patterson et. al. claimed that clergy played a vital

role in sustaining and growing resilience in leaders. Patterson et. al. claimed that resilient

leaders used humor to lift the spirits of their followers during adverse situations. Arias

stated humor was an effective communication skill and when used appropriately can

nurture positive individual and work relationships.

The role of school leadership in the change process

Madsen, Schroeder and Irby (2014) stated that leadership was the single most

critical catalyst for change leading to school improvement. Among the key tasks for

school leaders to achieve was building cohesiveness among all involved. Boone (2015)

cited the difficulties school leaders experience due to bureaucracy and claimed the only

way to bring about change was to develop common vision and cohesion toward an

agreed-upon purpose. Madsen et al. concurred with this claim and stated principals

experienced frustration when mandates were counter appropriate to instructional

practices. Effective principals overcame this problem by building coherence and

purposefully aligning resources (Madsen, Schroeder & Irby). Boone added that it was

essential for school leaders to gain buy-in from as many stakeholders as possible and help

others see the benefit for them once the change had been implemented. Kareem (2016)

claimed that administrators should empower instead of dictate and be supportive rather

than taskmasters. In addition, school leaders had to work to ask the right questions

instead of providing answers and give teachers flexibility instead of requiring compliance

(Kareem). Waldron and McLeskey (2010) agreed with this research and stated that leaders must practice distributed leadership by empowering teachers in the decision-making process.

Transformational Leadership/Transactional Leadership

Pertaining to school accountability educational leaders were being compelled more and more to lead efforts for student achievement and to support these efforts school leadership assumed a crucial role in leading achievement results (Onorato, 2013). Onortao randomly selected 45 principals at all three levels, elementary, middle and high, to investigate principals need for transformational leadership. Onortao claimed school administration were essential to the success and operations of the school and listed the various duties and responsibilities of the school leader:

- Establishing goals and the school's mission

- Sustaining healthy workplace relationships with faculty and staff

- Overseeing teaching and learning

- Directing matters of curriculum and instruction

- Guaranteeing student's learning is aligned with state and local standards

Performance of schools coupled with that of student achievement was a heavily researched topic specifically regarding the leadership and management of school leaders (Onorato). The study conducted by Onorato found that out of 45 principals surveyed the majority relied on the transformational leadership approached to effectively raise student achievement. Onorato utilized the Multifactor Leadership Questionnaire (MLQ) instrument and found that of the 45 principal's studies 31 or 68.9% used transformational leadership with the remaining principals utilizing transactional (22.2%) or passive

avoidance (8.9%). The behaviors of transformational leaders according to Onorato were

being a strong role model both professionally and morally, establishing a shared mission

and vision by which to communicate high expectations, inspire others through intellectual

creativity promoting innovation and promote follower efficacy through individualized

coaching or mentoring.

Moman (2012) claimed transformational leaders were driven by values,

established long-term goals to methodically advance the organization, and set high

expectations. Transformational leaders gave followers a sense of purpose through

collaboration, trust and encouragement (Moman). To promote organizational

advancement, transformational leaders viewed change as opportunities to make strategic

improvements (Moman). Moman stated transactional leaders lead based on contingent

rewards and management by exception. Contingent rewards were defined as the swap of

a specific payment for a specific task such as receiving a paycheck (Moman). Moman

suggested management by exception was defined as the use of negative reinforcement

and criticism. Unlike transformational leaders, transactional leaders set short term goals

and did not seek to transform the organization unless a problem necessitated the change

(Moman). Transformational leaders sought to advance people through growth while

transactional leaders used followers to get what they wanted in trade for incentives for

followers.

Transformational leadership and innovative climate

Moolenaar, Daly and Sleegers (2010) conducted a research study to better

understand the relationship of leadership behaviors and their support of an innovative

school climate. Moolenaar et al. utilized the UCINET 6.0 to analyze survey responses of

51 elementary principals and 702 teachers in the Netherlands. Moolenaar, et al. found

that the more principals demonstrated transformational leadership behaviors the more

likely teachers were to take risks and try new and innovative teaching practices. The

relationship between principals who practiced transformational leadership and their

teachers was closer as opposed to principals who exhibited less transformational

leadership (Moolenaar, Daly & Sleegers, 2010). Moolenaar, et al. claimed that leadership

behaviors tend to affect innovation in that they can either create or stifle risk-tolerant

school climates. Further, the behavior traits of transformational leadership promoted

innovative practices of teachers as teachers felt supported and empowered to challenge

current practice (Moolenaar, et al.). In schools where principals demonstrated

transformational leadership behaviors such as developing common goals and a central

vision, joining with faculty and staff to meet social needs and providing scholarly

motivation, innovation was promoted (Moolenaar, et al.). Moolenaar, et al. claimed that

the byproduct of this innovative climate developed by transformational leadership was

sustained and stronger efforts of school improvement. Moolenaar et al. further added that

the role of the modern principal at any level was complex, loaded with decisions and

continual pressure to perform, creating the need for continual innovation and the

behaviors of a transformational leader effectively advanced the innovative climate.

Transformational/Instructional Leadership

Day, Gu, and Sammons (2016) conducted a mixed methods examination to

determine patterns and regular strategies used by principals of effective schools. Day et

al. used a quantitative analysis of national assessment data, data from the Impact Study

questionnaire as well as case studies to conduct the study. Day et al. claimed that

principals implemented transformational as well as instructional leadership. There is not a single leadership style by which success was achieved (Day, Gu & Sammons, 2016). Instead successful principals utilized aspects of both transformational and instructional leadership styles (Day et al.). Day et al. claimed principals selected appropriate strategies based upon context as well as different phases based upon needs of the faculty, staff and students. Effective principals were intuitive, made well informed decisions and were strategic in decision making (Day et al.). Day et al. asserted schools where principals built cultures that allowed staff and student engagement throughout learning promoted student growth. Day et al. stated that actions and personal qualities of principals were more important in determining effectiveness than exact models of leadership.

Urick and Bowers (2014) performed a secondary analysis of the Educational Longitudinal Study of 2002, composed of 15, 5400 10th grade students from 750 schools, to explore the effects of principal and student perceptions of academic climate had on math achievement. Urick and Bowers concluded that principals did not fit in previously identified leadership styles but instead principals utilized numerous leadership styles in their-day-to-day role. Depending on the task, situation, context, and group dynamics the principal selected the most appropriate form of action to take (Urick & Bowers, 2014). Urick and Bowers identified these styles as integrating, balkanizing and controlling. Integrating principals promoted positive climates around high standards and experienced fewer discipline problems (Urick & Bowers). Balkanizing principals were typically male principals that worked in smaller rural school and usually met state or local goals (Urick & Bowers). Controlling principals, typically male, also failed to meet state or local objectives (Urick & Bowers). Urick and Bowers further added controlling and integrating

leaders claimed they often demonstrated transformational and instructional leadership while controlling principals did not share instructional nor administrative duties with teachers.

May and Sanders (2013) used the Multifactor Leadership Questionnaire (MLQ) to examine the effects leadership, climate and achievement had on turning around failing schools. May and Sanders surveyed 510 teachers and 16 principals from 16 different kindergarten- 8th grade schools in the Cleveland Metropolitan School District. Principals of turnaround schools demonstrated more transformational leadership characteristics according to teachers in their schools (May & Sanders, 2013).   Transformational leaders involved teachers in the change process by giving them a voice, allowing teachers to make contributions which promoted a climate conducive to student achievement (May & Sanders).

Militello, Fusarelli, Alsbury, and Warren (2013) performed a Q-methodology to study perception data of 61 principals in North Carolina to define how principals practiced the prescribed leadership standards. Militello et al. claimed the age of accountability had placed principals in the line of fire. Militello et al. suggested that school leadership was a chief factor in shaping school effectiveness. Promoting a climate conducive for student learning, effective operations of the school and meaningfully networking with communities were all vital tasks of the principal (Militello, Fusarelli, Alsbury & Warren, 2013). Militello et al. found that principals demonstrated three different types of focus; Collaboration Focus, Policy Focus and Vision Focus. Principals who demonstrated the collaboration focus placed great emphasis on professional collaboration in all areas of leadership (Militello et al.). Policy focused principals made

rules and regulations the focal point of their administration and vision principals were compelled to establish guidelines and avenues to guide teaching and learning in specific directions (Militello et al.).

Militello et al. (2013) found that policy and practice were in some respects contradictory. A one size fits all model of leadership was not effective in schools due to the humanistic nature and principals often felt stress between expectations and reality. Militello et al. implied that leadership was more complex and sophisticated than a specific leadership style. Understanding the cultural context, collective dynamic of the school community as well as psychology was essential for effective leadership (Militello et al.). Educational leadership should include a dichotomous approach instead of a binary approach such as solely transformational or transactional (Militello et al.).

Allen, Grigsby and Peters (2015) examined the factors of transformational leadership and their relationship to school climate. Allen et al. surveyed 6 elementary school principals, 5 females and 1 male, using the MLQ (5X). Allen et al. stated that all factors associated with transformational leaders ("idealized attributes, idealized behaviors, inspirational motivation, intellectual stimulation and individualized consideration" (p. 15) demonstrated a considerable and positive relationship with all the elements of school climate ("order, leadership, environment, involvement, instruction, expectations and collaboration" (p. 7)) pointing to the significance of school leadership. Teacher perceptions of school climate were shaped by principal behaviors specifically, when the principals' actions were aligned with their words teachers saw the school climate as positive (Allen, Grigsby & Peters). Teacher perception of school climate was also perceived as positive when principals demonstrated inspirational motivation

promoting innovation (Allen et al.). Effective school leaders understood that the classroom teacher was the most important factor in student achievement (Allen et al.) Allen et al. claimed teachers perceived the school climate as positive when they could give input and viewed as valuable contributors in collaboration to improve teaching and learning. Principals promoted a healthy school climate when they established meaningful relationship, built trust, and took time to recognized individual needs and contributions of faculty and staff (Allen et al.). Transformational leadership did not have a direct relationship to student achievement however when principals built trust and encouraged innovation in teaching and learning strategies, teacher morale increased thus principals indirectly influenced student achievement (Allen et al.).

International studies

Researchers of an international study conducted in Malaysia, concluded a significant relationship existed between teacher practices and transformational leadership of secondary school principals (Izham, Hamzah, & Yakop, 2011). Izham, Hamzah and Yakop (2011) surveyed 285 teachers to investigate their perceptions and the transformational behaviors practiced by their principals. When measuring the correlation between transformational leadership and practices that fostered strong learning organizations, Izham et al. stated providing inspirational motivation ranked highest. To promote strong learning organizations Izham et al. claimed transformational leadership was the most applicable leadership style. Izham et al. claimed for schools to meet improvement goals the principal must ensure teaching and learning practices were enriched and effective practices were continued.

Arbabi and Mehdinezhad (2015) examined if a correlation existed between the collaborative leadership style of principal's and teacher self-efficacy. Arbabi and Mehdinezhad performed a descriptive statistical analysis using the Pearson Correlation to determine the relationship the principal's collaborative leadership style and teacher self-efficacy. Arbabi and Mehdinezhad surveyed 196 primary school teachers, 114 males and 82 females, in Iran. Arbabi and Mehdinezhad concluded there was a significant positive correlation and teacher self-efficacy improved with higher levels of collaborative leadership styles. As a result of this increased self-efficacy, teachers applied more effective teaching and learning strategies which positively affected student learning (Arbabi & Mehdinezhad, 2015). Behaviors associated with the collaborative leadership style such as team work and cooperation were seen to promote growth of teacher talents and reduced levels of tyrannical leadership (Arbabi & Mehdinezhad).

Menon (2014) asked 438 secondary teachers in Cyprus to complete the MLQ (5X), which was a shorter version of the MLQ, and examined teacher perceptions of transformational, transactional and passive avoidant leadership behaviors of their principal. Menon claimed that according to teachers' transformational leadership alone did not promote leader effectiveness. Instead, teachers identified various transformational and transactional behaviors as indicators of leader effectiveness (Menon, 2014). The same was true for job satisfaction (Menon). Leaders who displayed integrated styles of leadership to include transformational, transactional and instructional promoted environments where job satisfaction was higher (Menon). Therefore, effective leadership practices should focus on a variety of behaviors instead of leadership models (Menon).

Gender differences

Hallinger, Dongyu, and Wang, (2016) conducted a meta-analysis to examine gender differences among principals. A small but statistically significant effect existed with female principals displaying more instructional leadership practice (Hallinger, Dongyu & Wang, 2016). The differences were broad instead of being concentrated in certain areas of practice (Hallinger et al.). Due to the small and general effect Hallinger et al. cautioned the need for wholesale change in principal selection.

Pilot Study

For her doctoral dissertation, Dr. Janet Pulleyn conducted research in the Washoe County School District using the Leadership Practices Inventory and the Organizational Climate Descriptors-RM. Pulleyn (2005) surveyed middle school teachers to gain perception data regarding teachers' perception of principal leadership behaviors and teachers' perception of school climate. Pulleyn determined the inter-action of the five dimension of the LPI were statistically significant. However, the inter-action of the five OCDQ-RM dimension were not statistically significant. Pulleyn concluded that principal leadership behaviors did impact teacher perceptions of school climate. Schools with higher LPI scores had higher levels of school climate openness, as measured by the OCDQ-RM. The opposite was also found to be true, schools with low LPI scores had lower levels of school climate, as measured by the OCDQ-RM (Pulleyn, 2005).

School Climate

Chaudhary (2011) questioned 785 teachers in 192 in Sargodha, Pakistan using the Organizational Climate Descriptors Questions- RE as well as the Minnesota Satisfaction Questionnaire to inspect if principal leadership behaviors influenced teacher job

satisfactions. Chaudhary stated the environment where people interacted to get to know

one another as well as those interactions developed the climate. Employees perceived the

climate in a positive manner when they were involved in activities that promoted self-

worth (Chaudhary, 2011). Chaudhary added work climate was defined by how well the

needs and expectations of the employee aligned with those of the organization. If

inconsistencies between the individual and the organization were felt, the climate was

perceived as negative (Chaudhary). Chaudhary suggested that a significant relationship

existed between the behaviors of the principal and job satisfaction of faculty and staff.

Specifically, the correlation between supportive behaviors and relationship behaviors was

significant with job satisfaction while restrictive behaviors did not demonstrate a

significant relationship (Chaudhary). Chaudhary suggested principals should evaluate

their leadership styles and include aspects of supportive behaviors such as promoting

trust and collaboration, offer genuine praise for positive performance and constructive

feedback to improve teacher performance, and give teachers an authentic voice in school

decisions to promote job satisfaction.

Historically, Loukas (2007) stated school climate was multifaceted and

encompasses physical, social and academic dimensions. The physical element contained

the look of the school, class and school size, order of classrooms, availability of

instructional aides and the safety of the school (Loukas, 2007). Socially, the climate

included the relationships between faculty and staff, how teachers and staff treated

students, quality of competition and social judgment between students as well as the

amount at which students, faculty and staff were allowed to add their thoughts in the

decision-making process (Loukas). Quality of teaching and learning, expectations that

teachers and school leaders had for student achievement, and effective communication of student progress with parents and students contributed to school climate (Loukas).

Thapa, Cohen, Guffey and D'Alessandro (2013) conducted a review of school climate research. A total of 200 studies were reviewed, 5 % were experimental, 45% correlational studies, 25% were literature reviews and 25% were other descriptive studies. Thapa et al. stated the school climate was comprised of social, emotional, community, moral and academic experiences of students, staff and parents. Thapa et al. claimed positive school climate was correlated with healthy student development, student learning and academic growth as well as post high school readiness and teacher retention.

Urick and Bowers (2014) examined principal and student perceptions of academic climate on achievement in high schools. Urick and Bowers suggested principal perceptions of the academic climate were connected to student achievement in math. The correlation between student and principal perceptions was not direct but moderate (Urick & Bower, 2014). Individually, higher principal and student perceptions of academic climate led to high student achievement, but the principal did not directly influence student perceptions of academic climate (Urick & Bowers). Urick and Bowers further suggested that while there was not a direct relationship, schools with a positive relationship between these perceptions could influence student achievement positively. Factors such as social disorders, student background, school environment and the demographics of the school had a direct influence on student perceptions (Urick & Bowers). Urick and Bowers (2013) stated the school's academic climate was evaluated and built by the school's principal. Even though principals did not directly affect student

perceptions of climate, principals shaped the academic climate with focused attention on student and faculty morale and student learning.

Best practices for school climate implementation and sustainability

Dary and Pickeral (2013) suggested school climate was a measure of school quality and personality. School climate encompassed the experiences and interactions of faculty, staff, parents and students as well as the mission, vision and core values of the school (Dary & Pickeral, 2013). The organization of resources, school safety and instructional practices for student learning and school success contributed to the overall school climate (Dary & Pickeral). Ciccone and Freiberg (2013) asserted the growing awareness on school climate called for the use of national standards on school climate to guide school improvement and to ensure students were prepared overcome obstacles faced in the 21st century. Dary and Pickeral stated the National School Climate Center (NSCS) identified four areas for improving school climate those being safety, relationships, teaching and learning as well as external environment. Ciccone and Freiberg suggested school climate should be a priority as school climate was the essential component by which all other teaching and learning practices thrived. Ciccone and Freiber stated the NSCS identified through research five standards to measure school climate;

- the school had a shared vision, and comprehensive plan to broadcast, advance and sustain school climate,

- schools established policies and procedures that would guide implementation and sustainability of the school climate,

- specific action strategies were identified to promote all identified components of school climate,

- an environment conducive to a healthy climate was established to include the community, emotional, academic and physical aspects of school climate

- procedures for purposeful engagement in activities that promote civic responsibility and devotion to social justice

School climate and the national school climate standards

Historically, Arthur Perry (1914) identified factors of school climate and focused reader's attention to the layout of the instructional space, teacher observations to improve teaching practices, social interactions of the school community, and the importance of order and discipline. Thapa (2013) stated the goal for school climate research was to evaluate behaviors that promote social acceptance of students, parents and teachers and to gain an understanding of best practices for climate improvement. A nationally agreed upon definition of school climate did not exist because that characterization was subject to what aspects of the climate were being measured (Thapa). However, Thapa indicated school climate was important and was associated with positive student growth, meaningful risk prevention, effective teaching and learning, improved graduation rates and higher teacher job satisfaction. Thapa claimed the NSCS identified effective research based strategies that promoted school climate:

- Engaged all stakeholders as active participants in the development and improvement of school climate.

- Developed long range goals and organizational components that will promote an effective school climate.

- Established networks with other schools to share most effective strategies as well as candid conversation about challenges.

- Involved students throughout the process as active participants

- Established effective lines and tools for communication with all stakeholders

- Created norms, core values, mission and vision statements based on research that will guide decisions.

Thapa (2013) claimed that the use of school climate research improved schools and enhance students' educational experiences. These efforts required all individuals including students, administrators, teachers and parents to join together in a partnership to create positive outcomes (Thapa, 2013).

School climate measurement and analysis

Faster and Lopez (2013) suggested when students felt safe and interactions with teachers were positive, healthy relationships were established, students felt more supported and experienced more success. For schools to promote and improve their school climate a clear understanding of the components unique to their school such as strengths and areas of improvement was critical (Faster & Lopez, 2013). Faster and Lopez stated armed with data school leaders were able to effectively plan to improve school climate through specific action strategies unique the school's needs. Faster and Lopez argued that the development of an effective tool to measure and analyze school climate was a difficult challenge, but schools should include the following aspects when selecting their tool:

- Developed using best practices derived from research

- A tested, verified and redefined tool from across various setting

- A comprehensive tool that measures cross-sections of all members of the school community

- Simple to administer

- Unique needs of the school to include languages needs, subgroups measurements, how will result be reported, timeliness of data reporting

Faster and Lopez suggested measurement and analysis of school climate was a meaningful component for improving schools. The data gained from probes of school climate were only as valid as the efforts of gaining and communicating findings (Faster & Lopez). School leaders should ensure they involved all members of the school community, viewed school climate as a dynamic aspect of school improvement and communicated findings with fidelity (Faster & Lopez). Faster and Lopez claimed when schools used an effective research-based tool to measure and analyze school climate they were able to target specific needs and celebrate areas of strength.

School climate and youth development

Cardillo (2013) asserted school climate efforts were often implemented without seeking input from students. For school climate improvement efforts to be most effective students had to be involved as co-contributors (Cardillo, 2013). The role of the student cannot be solely that of the consumer, Cardillo suggested school leaders involved students as active participants and gave them purposeful responsibilities in school climate reform. Shared leadership did not concentrate on one person being the leader but instead the purposeful engagement of all members of the school community as leaders (Cardillo). The involvement of everyone tapped the full potential of the school community by drawing on the skills, experiences and wisdom of the total school instead of one single

formal leader (Cardillo). Cardillo claimed when students were actively involved for school improvement student learning increased, collaboration among school members increased and school climate was strengthened.

School climate and shared leadership

Hughes and Pickeral (2013) stated shared leadership was faculty, staff, school leaders, parents and students working collectively in decision making. School principals should not work alone instead they should involve school community members as co-leaders to distribute responsibilities to promote school growth (Hughes & Pickeral, 2013). When effective school leaders seized the skills and knowledge of the collective group, buy-in increased and school community members were more prone carry out strategies with fidelity (Hughes & Pickeral). Hughes and Pickeral stated when leaders demonstrated shared leadership, healthy student and teacher relationships and student achievement improved, school personnel developed a deeper sense of belonging and individual engagement increased. Hughes and Pickeral suggested five strategies that promoted shared leadership:

- Develop a partnership paradigm

- Instill a sense of shared purpose in all members

- Ensure everyone understands the importance of shared responsibilities

- Embrace diversity of opinions and ideas

- Encourage and celebrate courage and resilience

Hughes and Pickeral claimed schools were complex and complicated organizations and problems that arose were often too difficult for one person to handle. Shared leadership

was a commanding force that reduced the complexity of school leadership and promoted

purposeful collaboration, student and teacher buy-in, promoted student growth and a

healthy school climate that met individual student needs.

School climate and moral and social development

Weissbourd, Bouffard and Jones (2013) claimed healthy relationships were an

essential aspect of school climate. In school with a healthy school climate school

community members exhibited care, concern, respect for diversity and commitment to

the advancement of the school as a whole (Weissbourd, Bouffard & Jones, 2013). The

establishment of these behaviors began with the adults and their commitment to the

promotion of social development (Weissbourd et al.). Weissbourd et al. stated these

behaviors were transferred to students as school personnel interacted with students to

demonstrate acceptance, care and value for all students. Weissbourd et al. provided six

strategies to ensure school leaders promoted healthy school climate in regard to

acceptance and appreciation for diversity:

- Ensured heathy teacher-student relationships

- Staff members behaved ethically and morally, appreciate diversity and show
  respect for individual differences daily

- Provided avenues for students to exercise newly learned skills in the area of moral
  and social development

- Empowered students to assume responsibility and leadership

- Ensured staff members are teaching expected behaviors not simply providing
  consequences

- Measured school climate and values often to ensure alignment with expectations

is a reality

In the same respect schools were responsible for academic learning, schools were also responsible for moral and ethical learning (Weissbourd et al.). Often students entered the school with preset judgements and established social norms making the role of personnel vital in shaping a well-rounded and well educated graduate (Weissbourd et al.). Weissbourd et al. claimed this vital role was due to the abundant opportunities schools had in enhancing student diversity and inspiring students to become more acceptance of social differences.

School climate and inclusion

Coulston and Smith (2013) stated inclusion was not equal access but commitment that all students were engaged in the school to their highest potential. Coulston and Smith further stated students with special needs were given required assistances in collaborative environments with fellow classmates that promoted student achievement. Students were not viewed solely by their disabilities but as individual contributors with unique gifts that enhances school climate (Coulston & Smith, 2013). Important to effective inclusion and healthy school climate was that inclusion was not just physical but that inclusion encompassed all aspects of interactions and by all members of the school community (Coulston & Smith). Coulston and Smith claimed the integration of inclusion in all aspects of interactions promoted acceptance, understanding and equality. The effects of inclusion were physical in that all students were given equal access to school resources as individual needs dictated and social in that all students felt they had a meaningful purpose (Coulston & Smith). School climates that honored diversity and viewed differences as strengths were healthier (Coulston & Smith).

School climate and equity

Ross (2013) stated equity is fundamental to a healthy school climate and provided access to support for teaching and learning, safe learning environments, healthy student-teacher, student-student relationships and engagement that promoted healthy prosocial behaviors. Vital to the success of equity was the unwritten curriculum; rules, physical environment, interactions of teacher and students and cultural acceptance of differences (Ross, 2013). Ross challenged school leaders to ensure school climates were inviting and embraced differences by building on personal experience and expanding personal confines to promote equity for all students, teachers and staff members. Ross claimed school leaders promoted equity by embracing individual diversity to promote safe emotional and physical environments, maintained high expectations for all students regardless of race, gender or ability, developed avenues that promote engagement of all school community members and developed authentic interest in student's backgrounds to establish true understanding and build caring relationships.

School climate and dropout prevention

Duckenfield and Reynolds (2013) claimed student success and buy-in increased when students were at schools with a positive climate. Correlations between healthy school climates and dropout prevention strategies represented a positive relationship (Duckenfield & Reynolds, 2013). Specifically, several factors that promoted positive school climate also led to effective strategies for dropout prevention (Duckenfield & Reynolds). Factors such as low expectations, lack of engagement, and high absenteeism were indicators of being at-risk for dropping out (Duckenfield & Reynolds). In contrast,

aspects of healthy and positive school climate reduced these factors and provided a more supportive environment for at-risk students (Duckenfield & Reynolds). Duckenfield and Reynolds suggested four action strategies school leaders took to establish a positive school climate that helped prevent drop-out. Drop-out prevention involved efforts at the school level and partnerships with the community members as well as other key stakeholders (Duckenfield & Reynolds). Duckenfield and Reynolds stated school leaders identify students, who were at risk early in their educational career to begin research based interventions to promote student success. Duckenfield and Reynolds advocated for varying learning opportunities different from traditional high schools that provided options for students instead of the one-size-fits-all model. Duckenfield and Reynolds asserted school leaders should provide effective professional learning to ensure teachers were trained in best practice teaching and learning strategies so that learning was student centered and active.

School climate and bully prevention

Cohen and Freiberg (2013) claimed healthy student-teacher relationships were fundamental to positive school climate. Schools need to be strategic to establish school climates that reject and that did not tolerate bullying behaviors or harassment behaviors (Cohen & Freiberg, 2013). Cohen and Freiberg claimed vital to school climate improvement were components of bully and harassment prevention. Strategies for daily school operations that promoted bully and harassment prevention were to establish a comprehensive plan that encompassed all aspects of prevention to include core values, norms, disciplinary policies and procedures that guided everyone in the school community (Cohen & Freiberg). Cohen and Freiberg added effective teaching and

learning as well as meaningful classroom management strategies were essential

components to prevention of bully and harassment prevention. A third strategy identified

by Cohen and Freiberg was to train faculty and staff how to respond to victims and the

individual who maybe guilt of harassment or bullying others.

School climate and adult learning

Cohen and Brown (2013) claimed teacher development and professional learning

were vital components of a healthy school climate. Teacher job satisfaction and student

growth and success were high in schools with a positive school climate (Cohen & Brown,

2013). Effective and purposeful professional learning promoted skill acquisition and

understanding of best teaching and learning practices (Cohen & Brown). Cohen and

Brown asserted those professional learning experiences led to high teacher productivity

which resulted in student learning and motivation. Cohen and Brown identified the

school principal had an essential role in establishing the instructional vision of the school

as well as guiding the work of professional learning communities. Effective professional

learning encompassed all members of the faculty and staff led by school leaders

developing school values and a shared vision (Cohen & Brown). Cohen and Brown

claimed district leaders needed to develop policies that guided professional learning and

emphasized the significance and importance of ongoing professional learning. Within

professional learning communities school leaders were able to engage school faculty in

open and honest conversations for the purpose of building collaboration and focused

attention on student and instructional needs (Cohen & Brown). Grouping teachers and

leaders in small groups based on individual learning goals was an effective strategy to

promote adult learning (Cohen & Brown). Cohen and Brown stated purposeful

professional learning promoted student and teacher learning, improved engagement of students and provided a supportive and safe classroom promoting positive school climate.

School Climate Star Ratings

A component of school accountability in the state of Georgia is the School Climate Star Ratings (Georgia Department of Education, 2017) The Georgia Department of Education (GADOE) published a data calculation guide for principal and district users in January of 2017. This guide explained how data for the school climate rate was gathered and how the rating was calculated. A total of four domains, surveys, school discipline, safe and substance free learning environment and school wide attendance were collected to calculate the final star rating (Georgia Department of Education). For high school students took the Georgia Student Health Survey 2.0 (GSHS), school personnel provided responses to the Georgia School Personnel Survey (GSPS), Parents responded to the Georgia Parent Survey (GPS). For the GSHS and GSPS schools were required to meet a minimum of 75% participation based on student enrollment for the first FTE count and employee count based on the Employee Count Personnel Information (Georgia Department of Education). Regarding parent participation, a minimum percentage was not required, however for parent perception data to be included school were required to have a least 15 parent survey response. Each survey utilized a four point Likert scale to gain perception data from each population (Georgia Department of Education). The second domain, student discipline, was reported by each school in an annual student discipline reported submitted to the GADOE. The student discipline component was based on a weighted suspension rate. Each type of discipline was assigned a point value and the total sum of individual weighted suspension rates were divided by the total

student enrollment of the school (Georgia Department of Education). The third component of the school climate rating was the Safe and Substance Free Learning Environment survey which was taken by students. Based upon student responses a point value was assigned to specific questions like that of the weighted suspension rate (Georgia Department of Education). The fourth component of the initial star rating was school wide attendance. For this domain attendance data from students, staff, teachers and administrators were collected and a score was assigned for this domain. An initial score was calculated by finding the sum of the four domains and dividing that total by 4, for the number of domains. School who implemented an evidence or research based program that supported the four domains of school climate had the opportunity to submit evidence to the GADOE. If approved, the school earned an additional five points on their initial score (Georgia Department of Education). An average of all middle and high school scores were averaged and stars were earned based on the standard deviation from the average. If the school final score was equal to or greater than one standard deviation from the average earned five stars, schools with an average equal to or greater than the state average but less than one standard deviation above the state average earned four stars, schools with an average below the state average and less than one standard deviation below the state average earned three stars, schools who had an average score greater than two standard deviation, was below the state average and greater than one standard deviation below the state average earned two stars and schools who had a final score two standard deviations below the state average earned one star (Georgia Department of Education).

Research instruments

For this study, the researcher selected the Leadership Practices Inventory (LPI) developed by James Kouzes and Barry Posner and the Organizational Climate Description Questionnaire- RS. These selections were based on previous studies that demonstrated the reliability and validity of the instruments.

Organizational Climate Description Questionnaire- RS

The original Organizational Climate Description Questionnaire (OCDQ) was developed by Andrew Halpin and Don Croft to understand the organizational climate of elementary schools (Halpin & Croft, 1963). Kottkamp, Mulhern and Hoy (1987) claimed that due to organizational factors such as departmentalization of high schools and larger populations as well as more complex social dynamics the original OCDQ was not appropriate for high schools. Therefore, researchers revised the original OCDQ and developed the Organizational Climate Description Questionnaire for Secondary Schools (OCDQ-RS) (Kottkamp, Mulhern & Hoy, 1987). The revision of OCDQ had numerous stages to include generating items, selection of schools for sampling, item reduction, an exploratory analysis to refine subsets and stability determinations by conducting empirical analysis (Kottkamp et al.). Kottkamp et al. stated items were deleted if they were not sensible for the high school setting and other items were revised if they were not theoretically reliable with subtest. Kottkamp et al. further stated researchers added 15 items to measure social interactions between teachers and students. After revisions researchers tested the new OCDQ-RS in 78 New Jersey public high schools. Participants included 1,178 teachers that represented 17 of the 22 counties in New Jersey. School size ranged from 250 to 2,000 students and included all 10 socioeconomic categories, with a

slightly higher socioeconomic sample (Kottkamp et al.). To further refine the OCDQ-RS, researchers conducted an exploratory analysis. Five categories which included supportive principal behavior, directive principal behavior, engaged teacher behavior, frustrated teacher behavior and intimate teacher behavior were divided into two dimensions, principal behaviors and teacher behaviors (Kottkamp et al.). Kottkamp et al. asserted that open principal behaviors were defined as creating an environment where the principal reduced distractions, freed teachers to teach and worked to develop meaningful relationships with teachers. Further, the principal was supportive and fostered teacher contributions. Whereas, closed principal behaviors included a lack of support, absence of relationship building and controlling behaviors. After completing the exploratory analysis to refine the instrument, researchers conducted factory analyses of the data and the same five subtests surfaced with strong alpha coefficients which were supportive (.91), directive (.87), engaged (.85), frustrated (.85) and intimate (.71) (Kottkamp et al. 1987). What emerged was an instrument that allowed participants to respond based on a Likert scale (rarely occurs, sometimes occurs, often occurs, and very frequently occurs) to a 34-item climate questionnaire. Two independent dimensions of school climate also emerged; openness and intimacy. Openness was characterized as genuine, collaborative and goal-directed behaviors between the principal and teachers. A strong network of relationships where staff knew each other personally portrayed intimacy (Kottkamp et al.). The subtest that most differed from the original OCDQ was that of engagement. Kottkamp et al. claimed teacher engagement was a critical component of openness. Finally, Kottkamp et al. stated the OCDQ-RS is a modest, reliable and problem solving research instrument.

Supportive Principal Behaviors

These behaviors were characterized as having a genuine care for teachers both professional and personal. Principals who displayed these behaviors were mindful of the social and professional needs of the staff. Further, supportive behaviors included providing teachers with constructive criticism to promote growth and lead by example (Hoy, Tarter & Kottkamp, 1991).

Directive Principal Behaviors

Hoy, Tarter and Kottkamp (1991) summarized directive principal behaviors as overbearing and strict. Directive principals micromanaged every detail of school operations to include teachers.

Engaged Teacher Behaviors

Teachers who displayed engaged behaviors had great pride in their school, willingly collaborated with fellow teachers, and were committed to the growth of every student. These teachers demonstrated a genuine belief in students, were friendly, and promoted trust (Hoy, Tarter & Kottkamp).

Frustrated Teacher Behaviors

Hoy, Tarter and Kottkamp stated frustrated teachers were burdened with administrative task that distracted from teaching. These teachers did not willingly collaborate but were rude and disrespectful of each other and often times aggravated each other.

Intimate Teacher Behaviors

Intimate teacher behaviors included deep personal relationships with each other and exemplified an interdependent arrangement of social relationships among staff. Teachers often socialized outside the school day and were close companions with colleagues (Hoy, Tarter & Kottkamp).

Studies using OCDQ-RS

Westhuzien and Mentz (1993) presented research at the Annual Meeting of the American Educational Research Association in Atlanta, Georgia. Specifically, they conducted validation studies of OCDQ-RS in black and white South African communities. Westhuzien and Mentz conducted a study of black communities in the Diamond Field Region by randomly sampling 31 schools. A total of 684 teachers representing 25% of the land mass composed a balanced population of urban and rural schools. These were surveyed using the OCDQ-RS to ascertain the openness of the schools' climate (Westhuzien & Mentz, 1993). The findings were supportive (.91), directive (.70), engaged (.79), frustrated (.61), and intimate (.69) which were similar to those of Kottamp et. al (1987). Westhuzien and Mentz concluded the OCDQ-RS was valid and reliable in black communities in South Africa.

Mentz and Westhuzien (1993) also presented at the Annual Meeting of the American Educational Research Association in Atlanta, Georgia regarding the validity and reliability of OCDQ-RS in white communities in South Africa. The population for this study included 86 schools and 1,198 teachers in the Orange Free State Education Department. Due to the complexity of school dynamics additional data was collected so that data analysis could be constructed for comparable schools within the school district (Mentz &Westhuzien). Overall, the alpha coefficient for each subscale were supportive

(.95), directive (.86), engaged (.87), frustrated (.74), and intimate (.79) which were again like those of Kottamp et. al (1987) and Westhuzien and Mentz. Mentz and Westhuzien (1993) concluded the OCDQ-RS was a reliable instrument to measure organizational climate in South Africa.

Leadership Practices Inventory

In 1982, creators James Kouzer and Barry Posner began by asking leaders at all levels, ages and types of organizations "What did you do when you were at your personal best as a leader?" (Kouzer & Posner, 2017, p.xii). The Leadership Practices Inventory (LPI) was based on the Five Practices Framework that was developed based on thousands of cases studies and countless survey responses (Kouzer & Posner, 2017). The creators constantly evaluated the instrument to ensure it was reliable and applicable to the new generation of leaders based on over 400,000 annual participants taking the survey (Kouzer & Posner). When created in the 1980's the five practices identified continued to be the same practices identified by leaders; those being Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart (Kouzer & Posner).

Model the Way

Titles were given but influence was earned based on the behaviors a leader exhibited. Kouzer and Posner (2017) stated that for a leader to model the way they must first know their core values. Only then was a leader able to give action to their guiding principles and carry out those actions for others to see. In a team context, the leader had to help establish the shared values of the team by soliciting input from all team members.

After these values were created and understood by all, the leader must act if a value was violated. Ignoring the violation communicated the value is not important resulting in team members not embracing the shared value. Therefore, the leader must set the example, what a leader does communicates values more consistently than what the leader says (Kouzer & Posner, 2017)

Inspire a Shared Vision

In any organization, there was uncertainty based on dynamic change and followers seek leaders who appreciated past accomplishments while also charting the course for the future (Kouzer & Posner, 2017). Kouzer and Posner (2017) asserted effective leaders inspired others to follow with a compelling vision that called them to action through shared aspirations. A purposeful and meaningful vision created excitement and awakened passion in followers. Through the vision leaders created a sense of purpose and forged the ideals that created enthusiasm for followers to see a better future for themselves and others (Kouzer & Posner).

Challenge the Process

Kouzer and Posner (2017) declared leaders constantly challenged the status quo and created an environment where taking risk was encouraged and celebrated wins. Further, no leader ever reached greatness by staying the same, but embraced adversity as opportunities to grow and improve themselves as well as their organization. Kouzer and Posner stated leaders who saw themselves as pioneers and embraced initiative, seeking innovation from multiple sources, were more effective. Effective leaders reflected on experiences to learn from failures and made it their life's work to experiment as much as

possible seeking to grow and gain understanding and growth. Kouzer and Posner claimed

a strong correlation existed between the leaders view of learning and their ability to be

effective.

Enable Others to Act

Trust and collaboration developed strong relationships which in turn resulted in

high productivity and incredible results claimed Kouzer and Posner (2017). Leaders who

denied self-interest and focused on others built trust and established strong relationships

(Kouzer & Posner, 2017). Kouzer and Posner stated big ideas did not come to fruition by

the work of a single person. However, leaders who created work environments that

promoted risk and valued opinions of all fostered growth and empowered everyone to

achieve greater results than one individual could alone. High achievement demanded

teamwork, authentic trust and collaborative relationships (Kouzer & Posner).

Encourage the Heart

Kouzer and Posner (2017) stated encouragement was the connection between

expectations and results. Celebrations that were personal and showed appreciation to

those who embodied the core values of the organization developed a sense of community

and shared identity was established. Kouzer and Posner emphasized celebrations and

personalized recognitions motivated followers in both good and rough times. Those

actions demonstrated a true value and appreciation of followers, communicating that their

leader believed in their capability to accomplish the task. Kouzer and Posner stated

leaders encourage the heart and increase individual and team capacity by celebrating

excellence.

Kouzer and Posner (2017) claimed leaders who exercise these Five Leadership Practices were considerably more effective than those who did not exercise the practices. Kouzer and Posner concluded followers of leaders who demonstrate the Five Leadership Practices very frequently or almost always were more committed, had high levels of motivation, increased work performance and experienced success in their organization. This claim was based on analyzing almost three million responses of the Leadership Practices Inventory from people across the globe. For example, Kouzer and Posner claimed 96% of direct reports of leaders who utilized the Five Practices very frequently or almost always were highly engaged in their organization. The way a leader acted and leadership practices they used was the difference in follower commitment, engagement and organizational success.

Development and Validation of Leadership Practices Inventory

The first step in creating the Leadership Practices Inventory (LPI) was to ask managers to tell the creators about a time when they achieved their personal best in leadership (Posner & Kouzes, 1988). Posner and Kouzes (1988) attended various management conferences and asked leaders to complete a survey that contained 37 open ended questions. They obtained over 650 surveys as well as 450 surveys of a shorter form consisting of 1 to 2 pages. Additionally, the creators conducted 38 comprehensive interviews lasting on average 45-60 minutes with a few lasted hours (Posner & Kouzes). After interviewing middle and senior level leaders the content was analyzed by the creators as well as two external raters. The authors and independent raters identified five overarching practices that accounted for over 80% of the behaviors described by respondents; Challenging the Process, Inspiring a Shared Vision, Enabling Others to Act,

Modeling the Way, and Encouraging the Heart (Posner & Kouzes). Step two was the development and testing of the LPI. The LPI was given to 120 MBA students whom were full-time employees and attended a private West Coast University part-time. The sample was composed of almost 60% males and they were asked to respond to each question using a Likert scale: 1- rarely or never, 2- once in a while, 3- sometimes, 4- fairly often, and 5-very frequently with a higher score meaning more use of the leadership practice (Posner & Kouzes). Feedback back from respondents, coupled with nine professionals from various backgrounds helped authors refine the instrument. After continued vetting and more revisions a 30-statement questionnaire emerged, six statements for each practice (Posner & Kouzes). Posner and Kouzes stated two forms of the LPI were created with the only difference being if the statement pertained to the leader or another person. Posner and Kouzes further investigated the LPI and studied differences in gender. Two separate gender studies were conducted. The first involved 73 individuals, 49 males and 24 females, and the second study included 708 individuals, 549 were males and 159 were female. Four of the five practices were not significantly different, but a significant difference was reported regarding Encourage the Heart with females engaging more than males (Posner & Kouzes). Further, Posner and Kouzes asserted a statically significant difference did not exist between leaders of private and public organizations. Additionally, cross cultural investigations revealed there was not a statically significant difference between American and Australian leaders, nor was there a statically significant difference between American and European leaders (Posner & Kouzes). Finally, Posner and Kouzes asserted the internal reliability of the LPI was significant and the reliability of the LPI appears to be strong over time.

Theoretical Framework

This researcher employed the behaviorism learning theory to explain how principal behaviors influenced teacher perceptions of school climate. The researcher believed that experiences in life develop filters by which people view and respond to events, circumstances and life. Introduced in 1913 by American psychologist John B. Watson, behaviorism sought to explain, through observation, the behaviors of animals and humans (Behaviorism, 2016). The rationale for using behaviorism to explain how principal behaviors influenced teacher perceptions came from the stimulus and response aspect of behaviorism. Yilmaz (2011) stated behaviorism focused on the interactions between teachers and students to explain learning.

For this study, the principal assumed the role of teacher and the teacher the role of the student. Therefore, the leadership behaviors of the principal created a variety of stimuli and responses by which the educator operated within their environment. Nalliah and Idris (2014) claimed the student begins with a clean slate and behaviors were formed by reinforcements. These reinforcements were positive or negative and as a result, the behaviors of the leader formed the perceptions of the teacher. Freiberg and Lamb (2009) stated students had specific responsibilities within schools: students developed ownership when they were empowered to make decisions. Therefore, engagement of the teacher and their ability to respond within the school determined school climate. The researcher believed that school leadership behaviors influenced and shaped school climate. Based upon their individual, cultural, and life experiences, the behaviors of the school leader were interpreted by educators. The researcher hypothesized not one absolute leadership style was superior to all others. Based on the situation and understanding of the situation,

effective school leaders selected from learned behaviors, based up their experience, to react to each circumstance.

Summary

The Elementary and Secondary Education Act signed into law by President Johnson begun to change the accountability landscape of public education. This legislation was the first of several other laws that aimed to close the achievement gap and to improve public education is America. The added focus of school accountability placed the school principal under the microscope and researchers began studying the principals influence on school outcomes. Researchers claimed the principal had an impact on student achievement, whether it was direct or indirect was debated but an impact on school outcomes was found. The next step was to gain understanding as to what specific behaviors or leadership styles most influenced school outcomes, student achievement, teacher job satisfaction and school climate. Researchers studied resilience, transformational leadership, transactional leadership, instructional leadership, and servant leadership. Researchers concluded the principal set the tone and expectations and the operations of the school. Further, not just one style or set of behaviors was identified as superior to others. Rather, effective principals utilized a range of behaviors depending on the situation. Additionally, school climate research was reviewed to understand the complexity of school climate. Researchers stated school climate is multidimensional and included physical, social and academic dimensions of the school. Further, a positive correlation existed between perceptions of healthy school climate and teacher and student success. For this study, the researcher assumed a behaviorism theoretical framework and claimed the behaviors of the principal created in teachers' perceptions of school climate.

Lastly, the researcher reviewed research pertaining to the two research instruments used in this study; Leadership Practices Inventory and Organizational Climate Descriptors Questionnaire. Previous studies demonstrated the validity and reliability of both instruments.

Conceptual Analysis Chart

Topic: Leadership Behaviors

Study	Purpose	Participants	Design/Analysis	Outcomes
Kareem (2016)	Find out the most frequently engaged leadership styles adopted principals, supervisors	A simple random probability sampling technique was used- a total of 750 participants (19.9% from government teachers, 33.1% private aided and 47.1% from private unaided) 30 government schools, 14 private aided and 36 private schools	Used the Learning Organization Profile (Likert scale survey)	The most frequently engaged leadership style was transactional- task style and least was transactional- reward. Further suggest, all types of leadership styles have an impact on building a schools. Leaders should empower and share decision making
Moolenaar et al. (2010)	Investigate the relationship between principals' positions in their schools' social network in combination with	51 elementary principals and 702 teachers in the Netherlands took surveys about transformational leadership, innovative	Descriptive Statistical calculations, UCINET 6.0	The more likely leaders engaged in transformational leadership, the more likely teachers were to take risks in trying new

Study	Purpose	Participants	Design/Analysis	Outcomes
	transformational leadership and the school's innovative climate.	climate and social networks		approaches. Leadership who controlled work related knowledge their teachers did not view the work place as innovative. By enacting transformational leadership principals can promote an innovative climate.
Urick & Bowers (2014)	To determine the different types of leadership behaviors principals use.	1999-2000 schools and staffing survey. Final sample of 7,650 public schools and principals	Latent class analysis used to identity different types of principals across the US.	Principals simultaneously practice leadership behaviors associated with multiple leadership styles in accordance with their back ground and school context.
Militello et al. (2013)	To determine how principals enact prescribed leadership standards into practice.	61 current principals in North Carolina were asked to rate how they use the North Carolina Standards for School Executives	Q- methodology – provides perception data of the phenomena of study	There is no one way leadership is carried out, three factors emerged- collaboration focus, policy focus and vision focus.

Study	Purpose	Participants	Design/Analysis	Outcomes
Chaudhary (2011)	To examine if principal leadership behaviors had an effect of teacher job satisfaction	192 schools in the Sargodha school district- 785 teachers	OCDQ-RE and Minnesota Satisfaction Questionnaire (MSQ)	Supportive principal behavior and teacher job satisfaction was found to be significantly correlated. Directive principal behavior and teachers' job satisfaction was significant. Restrictive principal behavior and teacher satisfaction was not significant.

Topic: Leadership and School Climate

Study	Purpose	Participants	Design/Analysis	Outcomes
Allen et al. (2015)	To examine the relationship between transformational leadership, school climate and student math and reading achievement.	6 elementary principals – 5 female and 1 male, 55 teachers with a 72.4% response rate- 53 were female and 2 male.	MLQ- 5X – HLM and ANOVA	A statically significant positive relationship between the five factors of transformational leadership and the seven dimensions of school climate. Insufficient evidence of a direct influence of transformational leadership and

Study	Purpose	Participants	Design/Analysis	Outcomes
				student achievement in math and reading. Also, no statistically significant relationship between climate and achievement.

Study	Purpose	Participants	Design/Analysis	Outcomes

CHAPTER 3

METHODOLOGY

The purpose of this research study was twofold; first to examine the relationship between teacher perceptions of deliberate principal behaviors and their effect on school climate and secondly, what deliberate behaviors did high school principals identify they exercised to promote positive school climate. The Leadership Practice Inventory developed by James Kouzer and Barry Posner (2017) was used to gain teacher perception data of principal leadership behaviors. The Organizational Climate Descriptors Questionnaire- RS developed by Kottkamp, Mulhern and Hoy (1987) based on the work of Andrew Halpin and Don Croft (1963) who developed the Organizational Climate Descriptors Questionnaire was used to gain teacher perception regarding school climate. A focus group composed of the four high school principals from this study was conducted to gain data regarding the deliberate behaviors exercised by the principals to promote positive school climate.

Research Questions

The three research questions for this study were as follows:

(1) To what extent do relationships exist between teacher perceptions of principal leadership behaviors when compared to the Leadership Practices Inventory?

(2) To what extent do relationships exist between teacher perceptions of principal behaviors and school climate as measured by the Organizational Climate Descriptors Questionnaire-RS?

(3) What are the deliberate behaviors high school principals exercise daily to promote school climate as identified by high school principals?

Research Design

This researcher employed two different research surveys to examine the extent of relationship between teacher perceptions of deliberate leadership behaviors and school climate. To gain teacher perception of principal leadership behaviors, the Leadership Practice Inventory (LPI) was utilized. Originally developed in 1982 the LPI was based on the Five Practices Framework that was developed based on thousands of cases studies and countless survey responses (Kouzer & Posner, 2017). The survey underwent various analysis to measure the instruments reliability. Annually, 400,000 participants took the survey and the original five practices continued to be used by leaders. The five practices were Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart (Kouzer & Posner). To obtain teacher perception data regarding school climate the Organizational Climate Descriptors Questionnaire- RS (OCDQ-RS) was used. First developed by Andrew Halpin and Don Croft the original (OCDQ) was developed to the measure climate in elementary schools (Halpin & Croft, 1963). However, due to organizational factors such as departmentalization of high schools and larger populations as well as more complex social dynamics the original OCDQ was not appropriate for high schools (Kottkamp, Mulhern & Hoy, 1987). Therefore, researchers revised the original OCDQ and developed the Organizational Climate Description Questionnaire for Secondary Schools (OCDQ-RS) (Kottkamp et al.). What was developed was a modest, reliable and problem solving research instrument to measure climate in high schools (Kottkamp et al.).

To examine research questions one and two a Pearson Correlation was performed. The Pearson Correlation method was used to measure the extent of correlation between teacher perceptions of school climate and principal leadership behaviors. The

correlational method was defined as the measurement of two different variables to determine to what extent, if any, a relationship exists between the variables (Gravetter & Wallnau, 2016). Since the data collected for this study was in numerical form the quantitative method is preferred over other research designs. To obtain data to address the third research question a focus group meeting composed of the principals of the four high schools was conducted. The purpose of this meeting was to gain data pertaining to the deliberate behaviors the principals perform daily. The researcher was an observer; therefore, a third party was involved to collect and analyze the data. Focus group meetings are a qualitative research method and the combination of the quantitative method to answer research questions one and two combined with the qualitative method used to answer question three made this study a mixed methods study design.

Population

The Houston County School District (HCSD) was selected for this study. This school district was convenient for the researcher and provided four different school sites to collect data. Houston County is home to the Robins Air Force Base (RAFB) and the presence of RAFB added cultural diversity to the study. In addition to researcher convenience these four high schools provided various settings such as high performing to lower performing, Title 1 and non-Title 1 schools, as well as low socioeconomic to high socioeconomic student populations in which to obtain perception data. In 2017, the HCSD served 29,490 students on 39 school campuses (Houston County Board of Education, 2017). HCSD has a total of six high school, however for this study, the focus was four of the five traditional high schools who served grades 9-12. The researcher served in a leadership capacity by which participation in the study poised a potential

conflict of interest. Further, teachers employed at the researcher's school were not involved in this study. The Houston County Career Academy (HCCA) was not used in this study. The Houston County Career Academy served high school students from all five high schools. Due to differences in organizational structure, leadership structure and vast difference in course taught HCCA was excluded from this study. In 2016, the economically disadvantaged percentage was 60.4%, HCSD had a student with disability percentage of 11.6%, and 14% of students were enrolled in the gifted program (Houston County Board of Education, 2017). The fiscal year 18 budget was $342,622,477 and 100% of teachers were deemed professional qualified by the Georgia Department of Education and the HCSD's College and Career Ready Performance Index (CCRPI) score for 2016 was 79.5 (Houston County Board of Education).

The four high schools with-in the HCSD were used for this study. School A had a total student enrollment of 1855, employed 109 certified teachers and had a free and reduced lunch of 63.87%. According to the Georgia Department of Education Website, School A's 2017 CCRPI was 80.2 and had a School Climate Rating of 3 stars. School B had a total student enrollment of 1561, employed 99 certified teachers and had a free and reduced lunch of 62.03%. According to the Georgia Department of Education Website Schools B's 2017 CCRPI was 73.8 and a School Climate Rating of 3 stars. School C had a total student enrollment of 1300, employed 78 certified teachers and had a free and reduced lunch of 46.78%. According to the Georgia Department of Education Website School C's 2017 CCRPI was 86.5 and a School Climate Rating of 3 stars. School D had a total student enrollment of 1875, employed 114 certified teachers and had a free and

reduced lunch of 28.30%. According to the Georgia Department of Education Website

School D's 2017 CCRPI was 97 and a School Climate Rating of 4 stars.

Table 1. School Demographics

School	Total # of students	Total # of teachers	Free and reduced lunch	2017 CCRPI	2017 School Climate Rating
A	1855	109	63.87%	80.2	3 Stars
B	1561	99	62.03%	73.8	3 Stars
C	1300	78	46.78%	86.5	3 Stars
D	1875	114	28.30%	97	4 Stars

The total population of 9-12 grade teachers at the four high school served as the sample

for this study. Additional faculty and staff to include custodians, clerical staff, para-

professionals and school food nutrition staff was not selected to participate. The purpose

of this study was to gain insight regarding teacher perceptions therefore the population

was limited to staff members employed as certified teachers.

Participants

The LPI and OCDQ-RS was sent via electronic mail to every teacher at each of

the schools. A total of 109 were sent to School A, 99 to School B, 78 to School C, and

114 to School D. The actual participants for this study were all teachers employed at one

of the four high schools that responded to and completed both surveys. Teachers were

chosen because they typically work closer to the principal and understand the complexity

of school climate better than other staff members. The potential for improved leadership

behaviors, improve school climate which could increase teacher job satisfaction served as

motivators for participation.

Instrumentation

  The instrumentation for this study included three different parts. The Leadership

Practices Inventory was sent to teachers to examine their perceptions of their principal's

leadership behaviors. Secondly, the Organizational Climate Descriptors Questionnaire-

RS was sent to teachers to examine their perceptions regarding their school's climate.

The third component was a focus group meeting with the principals of four high schools.

The purpose of the meeting was to gain data regarding the deliberate behaviors they

performed because they understood the impact those behaviors had on establishing a

positive school climate.

Leadership Practices Inventory

  The Leadership Practices Inventory (LPI) was created in 1982 by James Kouzer

and Barry Posner (Kouzer & Posner, 2017). The Leadership Practices Inventory (LPI)

was based on the Five Practices Framework that was developed based on thousands of

cases studies and countless survey responses (Kouzer & Posner). The five practices were

Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act

and Encourage the Heart (Kouzer & Posner). Model the way was based on the claim that

titles were given but influence was earned based on the behaviors a leader exhibited

(Kouzer & Posner). Kouzer and Posner (2017) claimed Inspire a shared vision was based

on the fact that in any organization there was uncertainty based on dynamic change and

followers seek leaders who appreciated past accomplishments while also charting the

course for the future. Effective leaders refused to settle for the status quo and created a

work environment that encouraged risk and celebrated success was the foundation of the

practice of Challenge the process (Kouzer & Posner). Enable others to act developed trust

and collaboration that resulted in strong work-place relationships and higher achievement (Kouzer & Posner). Leaders who Encouraged the heart emphasized celebrations and personalized recognitions motivated followers in both good and rough times. Those actions demonstrated a true value and appreciation of followers, communicating that their leader believed in their capability to accomplish the task (Kouzer & Posner). Kouzer and Posner claimed leaders who exercise these Five Leadership Practices were considerably more effective than those who did not exercise the practices. Kouzer and Posner concluded followers of leaders who demonstrate the Five Leadership Practices very frequently or almost always were more committed, had high levels of motivation, increased work performance and experienced success in their organization.

Leadership Practices Inventory Reliability and Validity

Posner and Kouzes (1993) conducted an analysis to demonstrate internal reliability coefficients of the Leadership Practices Inventory. The sample included 36,000 managers as well as subordinates in private and public management. Both leaders and followers took the LPI with a total of 5,298 participants being leaders and 30,913 were subordinates (Posner & Kouzes, 1993). The overall alpha coefficients were Challenging the Process .80, Inspiring a Shared Vision .87, Enabling Others to Act .85, Modeling the Way .81 and Encouraging the Heart .91. For subordinates the alpha coefficients were Challenging the Process .81, Inspiring a Shared Vision .88, Enabling Others to Act .86, Modeling the Way .82 and Encouraging the Heart .92. Leader self-assessment produced alpha coefficients of Challenging the Process .70, Inspiring a Shared Vision .80, Enabling Others to Act .75, Modeling the Way .71 and Encouraging the Heart .85 (Posner & Kouzes).

Table 2. LPI Alpha Coefficients

Leadership Practices	Overall	Subordinate	Leader
Challenging the Process	.80	.81	.70
Inspiring a Shared Vision	.87	.88	.80
Enabling Others to Act	.85	.86	.75
Modeling the Way	.81	.82	.71
Encouraging the Heart	.91	.92	.85

Organizational Climate Descriptors Questionnaire- RS

Organizational Climate Descriptors Questionnaire- RS (OCDQ-RS) was originally called Organizational Climate Description Questionnaire (OCDQ) and was developed by Andrew Halpin and Don Croft to understand the organizational climate of elementary schools (Halpin & Croft, 1963). Kottkamp, Mulhern and Hoy (1987) claimed that due to organizational factors such as departmentalization of high schools and larger populations as well as more complex social dynamics the original OCDQ was not appropriate for high schools. Therefore, researchers revised the original OCDQ and developed the Organizational Climate Description Questionnaire for Secondary Schools (OCDQ-RS) (Kottkamp, Mulhern & Hoy, 1987). Five categories which included supportive principal behavior, directive principal behavior, engaged teacher behavior, frustrated teacher behavior and intimate teacher behavior were divided into two dimensions, principal behaviors and teacher behaviors (Kottkamp et al. 1987). The two dimension of school climate, openness and intimacy were formed by the five categories (Kottkamp et al.).

OCDQ-RS Reliability and Validity

Various researchers conducted analysis to determine the alpha coefficients for each subscale. Kottkamp et al (1987) claimed strong alpha coefficients were supportive (.91), directive (.87), engaged (.85), frustrated (.85) and intimate (.71). Westhuzien and Mentz (1993) stated alpha coefficients of supportive (.91), directive (.70), engaged (.79), frustrated (.61), and intimate (.69) which were similar to those of Kottamp et al. (1987). Lastly Mentz and Westhuzien cited alpha coefficient for each subscale were supportive (.95), directive (.86), engaged (.87), frustrated (.74), and intimate (.79) which were again like those of Kottamp et al.

Table 3. OCDQ-RS Alpha Coefficients

Principal and Teacher Behaviors	Kottkamp et al 1987	Westhuzien and Mentz (1993)	Mentz and Westhuzien, (1993)
Principal supportive Behavior	.91	.91	.95
Principal Directive Behavior	.87	.70	.86
Teacher Engaged Behavior	.85	.79	.87
Teacher Frustrated Behavior	.85	.61	.74
Teacher Intimate Behaviors	.71	.69	.79

Focus Group

To obtain data regarding the deliberate behaviors high school principals exercise to promote positive school climate a focus group of the principals from each of the four high schools was conducted. The researcher was an observer of the focus group and a third party was used to conduct the focus group to include data collection and data

coding. Hughes and Dumont (1993) stated focus groups were group interviews composed of multiple participants. The Center for Disease Control and Prevention (2008) claimed focus groups were designed to gain in-depth information about perceptions as well as values and experiences. Guest and Mitchell (2013) claimed focus groups were conducted by asking participants open-ended questions and then following up responses with probes to further gain insight. Guest and Mitchel stated the purpose of focus group was to observe the participants and the interaction of the participants in the group. For the purposes of the study Dr. Michael Richardson, professor at Columbus State University, facilitated the focus group meeting. The participants met at one of the high schools in a conference room, after school hours and the meeting was recorded using an audio recording device. After the meeting, Dr. Richardson provided the researcher with the audio recording. The data was analyzed and coded to develop themes.

Data Collection

Initially, the researcher sought and was granted permission to collect data from each of the four high schools in HCSD. The procedures to obtain permission from the Houston County School District (HCSD) to conduct research and collect data during the Spring of 2018 were followed and permission was granted (see APPENDIX A Houston County School District approval). Finally, protocols were followed to conduct research from Columbus State University's Internal Review Board (IRB) and permission was granted (see APPENDIX B Columbus State University IRB approval). Once permission was granted, an electronic mail letter was sent to each of the four high school principals (see APPENDIX C Principal Approval Letter) to obtain permission. Once their permission was granted, a pre-notice letter (see APPENDIX D Pre-notice Letter) was

sent via electronic mail to every teacher at each high school and each principal was carbon copied to the e-mail for their school. The following day an electronic mail was sent to all teachers and carbon copied to principals containing a uniform resource locator (URL) link for the OCDQ-RS and LPI, explanation of the research and potential benefits for responding (see APPENDIX E Cover Letter). Informed Consent (see APPENDIX F Web-based Informed Consent) was the first question of the survey. After reviewing Informed Consent participants either selected I agree and proceeded to the surveys. Or if participants selected I do not agree they were excused from the study without loss of benefit. The anticipated time needed to complete the surveys was 30-60 minutes. Over the past several years public school teachers, including high school teachers, have been asked to respond to surveys regarding school climate and school leadership. With that, the sample population for this study was aware of how to respond to surveys such as the two presented for this study.

Regarding the focus group, an introductory e-mail was sent to each principal (see APPENDIX G Cover Letter to Principals) as well as a follow up phone call (see APPENDIX H Follow-up Call to Principals). During the phone call, the principals were informed of the date, time and location of the focus group meeting. At the beginning of the focus group meeting Dr. Richardson provided participants copies of the Informed Consent and obtained signatures (see APPENDIX I Principal Informed Consent). The four high school principals along with Dr. Richardson met and discussed various deliberate behaviors they demonstrated to promote positive school climate. The meeting was conducted at one of the high schools in the HCSD after school hours. The exact time of the focus group meeting was March 1, 2018 at 6 p.m.

Data Analysis

For research questions one and two Pearson correlations were calculated. The Statistical Package for the Social Sciences (SPSS) for Mac was used. Pearson correlations were computed to determine to what extent relationships existed between teacher perceptions of principal leadership behaviors, measured by LPI, and teacher perceptions of school climate, measured by OCDQ-RS. Gravetter and Wallnau (2016) stated several reasons correlations were used in research and identified theory verification as one reason. Pearson Correlation was selected for this study as an appropriate statistical method to determine the strength of relationship between teacher perceptions of principal leadership behaviors and teacher perceptions of school climate. Gravetter and Wallnau stated Pearson Correlation were used to determine the strength and the direction of relationships existed between variables. Gravetter and Wallnay identified three other methods of calculating correlation, the Spearman Correlation, Point-Biserial Correlation and the Phi-Coefficient. Point-Biserial and Phi-Coefficient Correlations were used in studies that used dichotomous variables and this study did not involve such variables therefore the use of Point-Biserial and Phi-Coefficients did not apply (Gravetter & Wallnay, 2016). Spearman Correlation were used in matters involving ordinal data or when the research assumed there was not a linear relationship (Gravetter & Wallnay). Based on the researcher's conceptual framework, an assumption of a linear relationship existed therefore the use of the Spearman Correlation was not appropriate.

To answer research question number three a focus group meeting was conducted.

By asking open ended questions, dialogue about behaviors each principal demonstrated in their school was gained. Firsthand knowledge and perception from each school leader was obtained. The meeting was recorded and was data coded to determine themes.

Reporting the Data

In Chapter four the data was presented in text, charts and graphs. The research questions were answered individually and data from the focus group to answer question three was presented as themes in chart form. Individual school data was presented to demonstrate the most frequently used leadership practices and type of school climate, openness and intimacy. Indirect coding was used to ensure confidentially and pseudonymous were developed for each high school. Only the researcher had access to the coding and individual identifiable information.

Summary

SPSS was used to determine to what extent relationship existed between teacher perceptions of principal leadership behaviors and school climate. Specifically, Pearson Correlation was computed using perception data from teachers at four high schools located in the Houston County School District. Teachers were sent via electronic mail URL links to the Leadership Practices Inventory (LPI) and the Organizational Climate Descriptors Questions- RS (OCDQ-RS). Additionally, a focus group was conducted to gain data from the principals of the high schools regarding deliberate behaviors they demonstrate to promote school climate. The collected data was discussed in chapter four in the form of text, charts and graph.

Research Confirmation

Research Question	Instrumentation/Analysis	How will strategy answer research question?
To what extent do relationships exist between teacher perceptions of principal leadership behaviors when compared to the Leadership Practices Inventory?	Pearson Correlation	Measure of the strength of correlation
To what extent do relationships exist between teacher perceptions of principal behaviors and school climate as measured by the Organizational Climate Descriptors Questionnaire-RS?	Pearson Correlation	Measure of the strength of correlation
What are the deliberate behaviors identified by high school principals that promote positive school climate?	Focus Group	Principals will provide open-ended responses regarding the behaviors they display.

CHAPTER 4

REPORT OF DATA AND DATA ANALYSIS

Introduction

The researcher used a mixed methods study to first examine the relationship between teacher perceptions of deliberate principal behaviors and their effect on school climate, and secondly, to understand what deliberate behaviors high school principals identified they exercised to promote positive school climate. The researcher utilized two survey instruments to gain perception data from high school teachers, the Leadership Practices Inventory and the Organizational Climate Descriptors Questionnaire-RS. A Pearson Correlation was conducted to measure to what extent relationships existed between teachers' perceptions of their principal's leadership behaviors and teachers' perceptions of school climate. Pearson Correlation was the measure of relationship between two variables. The range of correlation was -1 to 1. A correlation of 1 signified that the change in one variable was accompanied by an equal change in the other variable, in the same direction. A correlation of -1 signified a change in one variable was accompanied by an equal change in the other variable, in the opposite direction. (Gravetter & Wallnau, 2016). The perception data used to conduct the Pearson Correlation was obtained from teachers employed at four different high schools in the Houston County School District. Furthermore, a focus group meeting was conducted with four high school principals in the Houston County School District. The objective of the focus group was to obtain data regarding the deliberate behaviors high school principals exercise daily to promote school climate. The researcher served as an observer in the focus group meeting as Dr. Michael Richardson, dissertation chair, served as the

facilitator for the focus group meeting.

Research Questions

There were three research questions that guided the researcher in conducting this research study.

(1) To what extent do relationships exist between teacher perceptions of principal leadership behaviors when compared to the Leadership Practices Inventory?

(2) To what extent do relationships exist between teacher perceptions of principal behaviors and school climate as measured by the Organizational Climate Descriptors Questionnaire-RS?

(3) What are the deliberate behaviors high school principals exercise daily to promote school climate as identified by high school principals?

Research Design

Dr. Janet L. Pulleyn's doctoral dissertation entitled *The Relationship Between Teachers' Perceptions Of Principal Leadership And Teachers' Perceptions of School Climate* served as a pilot for this current research study. Published in May 2012 Dr. Pulleyn utilized the Leadership Practices Inventory and the Organizational Climate Descriptors Questionnaire-RM to study teachers' perception of principal behaviors and teachers' perceptions of school climate in the middle school setting (Pulleyn, 2012). The research design of this current study used a pilot study for the simple fact that the instrumentation Dr. Pulleyn's utilized was proven reliable and valid in previous studies. A few changes were made to the current study. First, due to the current study being conducted in the high school setting the Organizational Climate Descriptors Questions-RS was used instead the Organizational Climate Descriptors Questionnaire-RM.

Additionally, Dr. Pulleyn collected demographic data from participants and the researcher of this current study did not. Lastly, the researcher utilized a focus group meeting to gain data from high school principals. Dr. Pulleyn concluded a relationship existed between teacher perceptions of leadership behaviors and school climate.

Respondents

A total of 400 high school teachers were sent the survey link containing the Leadership Practices Inventory and Organizational Climate Descriptors Questionnaire-RS. Teachers at School A completed and submitted 14 surveys. Teachers are School B completed and submitted 13 surveys. Teachers at School C completed and submitted 17 surveys. Teachers at School D completed and submitted 22 surveys. A total of 66 surveys were completed and submitted. Fifteen surveys were deleted from analysis because participants only completed a portion of the surveys. Regarding the focus group meeting, all four high school principals were present and the researcher, whom was also a high school principal, was an observer. Participants have served in the capacity of principal at their schools from 2 to 7 years. Two of the participants have served as principals in the elementary school setting as well. Dr. Michael Richardson served as the facilitator. The meeting was recorded using an audio recording device. The focus group meeting lasted for one hour.

Findings

To present findings of this research study pseudonyms were assigned to each school to ensure confidentially. The researcher admired God's creation and used four names of oak tree species as names for each high school; White Oak High School, Red Oak High School, Post Oak High School and Live Oak High School. This section

included findings for each research question on an individual school basis and all data

combined, except for the third research question. The third research question was

answered using identified themes from the high school principal focus group meeting.

Findings

To obtain data to answer research question number one the researcher surveyed

high school teachers in one Central Georgia School District. A total of 66 teachers

responded and completed all 30 statements of the Leadership Practices Inventory. Once

data was collected the research calculated question scores for each dimension. Table 4.

represents the dimension for which each question corresponded.

Table 4. Summary of LPI dimension and corresponding questions

Dimension	Question
Model the Way	1,6,11,16,21,26
Inspire a Shared Vision	2,7,12,17,22,27
Challenge the Process	3,8,13,18,23,28
Enable Others to Act	4,9,14,19,24,29
Encourage the Heart	5, 10,15,20,25,30

Once dimension scores were calculated by question and by school the researcher input

the data into Statistical Package for Social Sciences (SPSS) for the Mac. The researcher

conducted a Pearson Correlation for each school and an overall Pearson Correlation for

all schools. The following sections discussed the Pearson Correlation for each school and

the overall Pearson Correlation of all schools.

Discussion

A total of 14 teachers at Live Oak High School responded to and answered all 30 statements on the LPI. Table 5. provided a summary of the Pearson Correlation for Live Oak High School. Positive and negative correlations existed. However, correlations at the p=.01 significance level nor the p=.05 significance level existed for Live Oak High School. The closest to a p=.05 significance level was the negative correlation between LPI Challenge the Process and LPI Enable others to Act with a -.769 with a significance level of .074.

Table 5. Summary of Pearson Correlation for Live Oak High School

		LPI Model	LPI Inspire	LPI Challenge	LPI Enable	LPI Encourage
LPI Model	Pearson Correlation	1	0.699	-0.164	0.235	0.503
	Sig. (2-tailed)		0.122	0.756	0.654	0.309
	N		6	6	6	6
LPI Inspire	Pearson Correlation		1	0.482	-0.132	0.644
	Sig. (2-tailed)			0.333	0.803	0.167
	N			6	6	6
LPI Challenge	Pearson Correlation			1	-0.769	0.234
	Sig. (2-tailed)				0.074	0.655
	N				6	6
LPI Enable	Pearson Correlation				1	-0.022
	Sig. (2-tailed)					0.967
	N					6
LPI Encourage	Pearson Correlation					1
	Sig. (2-tailed)					
	N					

A total of 17 teachers at Post Oak High School responded to and answered all 30 statements of the LPI. Positive and negative correlations were revealed. Only one positive correlation was determined to be statistically significant. LPI Inspire Others to Act had a .860 correlation at a p=.05 significance level with LPI Encourage others to Act.

Table 6. Summary of Pearson Correlation for Post Oak High School

		LPI Model	LPI Inspire	LPI Challenge	LPI Enable	LPI Encourage
LPI Model	Pearson Correlation	1	0.628	0.598	0.564	0.736
	Sig. (2-tailed)		0.182	0.210	0.243	0.096
	N		6	6	6	6
LPI Inspire	Pearson Correlation		1	0.667	-0.018	.860*
	Sig. (2-tailed)			0.148	0.972	0.028
	N			6	6	6
LPI Challenge	Pearson Correlation			1	0.477	0.746
	Sig. (2-tailed)				0.338	0.089
	N				6	6
LPI Enable	Pearson Correlation				1	0.084
	Sig. (2-tailed)					0.874
	N					6
LPI Encourage	Pearson Correlation					1
	Sig. (2-tailed)					
	N					

*. Correlation is significant at the 0.05 level (2-tailed).

A total of 13 teachers at Red Oak High School responded to and answered all 30 statements of the LPI. Positive and negative correlations were revealed. Only one positive correlation was determined to be statistically significant. LPI Model the Way had a .868 correlation at a p=.05 significance level with LPI Challenge the Process.

Table 7. Summary of Pearson Correlation for Red Oak High School

		LPI Model	LPI Inspire	LPI Challenge	LPI Enable	LPI Encourage
LPI Model	Pearson Correlation	1	0.221	.868[*]	0.096	0.420
	Sig. (2-tailed)		0.675	0.025	0.856	0.406
	N		6	6	6	6
LPI Inspire	Pearson Correlation		1	0.103	0.622	0.420
	Sig. (2-tailed)			0.846	0.187	0.407
	N			6	6	6
LPI Challenge	Pearson Correlation			1	0.380	0.016
	Sig. (2-tailed)				0.458	0.976
	N				6	6
LPI Enable	Pearson Correlation				1	-0.369
	Sig. (2-tailed)					0.472
	N					6
LPI Encourage	Pearson Correlation					1
	Sig. (2-tailed)					
	N					

[*]. Correlation is significant at the 0.05 level (2-tailed).

A total of 22 teachers at White Oak High School responded to and answered all 30 statements of the LPI. Positive and negative correlations were revealed. However, no statistically significant correlations were revealed. The closest to a statistically significant

correlation was LPI Model the Way and LPI Enable Others to Act with a .770 and

significance level of .073.

Table 8. Summary of Pearson Correlation for White Oak High School

		LPI Model	LPI Inspire	LPI Challenge	LPI Enable	LPI Encourage
LPI Model	Pearson Correlation	1	0.430	-0.267	0.770	0.563
	Sig. (2-tailed)		0.395	0.609	0.073	0.245
	N		6	6	6	6
LPI Inspire	Pearson Correlation		1	0.256	0.615	0.626
	Sig. (2-tailed)			0.624	0.194	0.184
	N			6	6	6
LPI Challenge	Pearson Correlation			1	0.200	-0.291
	Sig. (2-tailed)				0.704	0.576
	N				6	6
LPI Enable	Pearson Correlation				1	0.581
	Sig. (2-tailed)					0.227
	N					6
LPI Encourage	Pearson Correlation					1
	Sig. (2-tailed)					
	N					

For the final Pearson Correlation, the researcher combined all participant

responses. A total of 66 participant responses were used to calculate the Pearson

Correlation. A total sum was calculated for each question and that sum was recorded for

each corresponding dimension. Each of the four schools had six total summed scores for

each dimension providing a N=24. Table 9. provided a summary of the Pearson

Correlation for all schools. Every LPI dimension was positively correlated at a p=.01

significance level. The strongest correlation was LPI Inspire a Shared Vision with LPI

Challenge the Process with a correlation of .978. LPI Inspire s Shared Vision and LPI

Encourage the Heart were identified as the second strongest correlation with a .976

correlation. LPI Model the Way had strong relationships with LPI Inspire a Shared

Vision .964 and LPI Encourage the Heart .962. The next strongest relationship was

between LPI Challenge the Process and LPI Encourage the Heart with a correlation of

.958. LPI Model the Way and LPI Challenge the Process had a correlation of .950. LPI

Enable Others to Act had strong relationship with LPI Model the Way .933, LPI Enable

Others to Act .936, and LPI Challenge the Process .934. Of all the correlations LPI

Enable Others to Act and LPI Encourage the Heart had the lowest relationship at .915.

Table 9. Summary of Pearson Correlation for all high schools

		LPI Model	LPI Inspire	LPI Challenge	LPI Enable	LPI Encourage
LPI Model	Pearson Correlation	1	.964**	.950**	.933**	.962**
	Sig. (2-tailed)		0.000	0.000	0.000	0.000
	N		24	24	24	24
LPI Inspire	Pearson Correlation		1	.978**	.936**	.976**
	Sig. (2-tailed)			0.000	0.000	0.000
	N			24	24	24
LPI Challenge	Pearson Correlation			1	.934**	.958**
	Sig. (2-tailed)				0.000	0.000
	N				24	24
LPI Enable	Pearson Correlation				1	.915**
	Sig. (2-tailed)					0.000
	N					24
LPI Encourage	Pearson Correlation					1
	Sig. (2-tailed)					
	N					

**. Correlation is significant at the 0.01 level (2-tailed).

Finding

To obtain data to answer research question two the researcher surveyed high school teachers in one Central Georgia School District. A total of 66 teachers responded and completed all 34 questions of the Organizational Climate Descriptors Questionnaire-RS. Once data was collected the researcher calculated participant responses to each question to create an average score for each question per school. The average question scores were used to determine openness of each school using the formulas established by the authors of the Organizational Climate Descriptors Questionnaire-RS (Hoy, Tarter & Kottkamp, 1991). To calculate the Principal Supportive Behavior dimension, the

researcher used the formula $SdS\ for\ S = \frac{100(S-18.19)}{2.66} + 500$. To calculate the Principal

Directive Behavior dimension, the researcher used the formula $SdS\ for\ D =$

$\frac{100(D-13.96)}{2.49} + 500$. To calculate the Teacher Engaged Behavior dimension, the researcher

used the formula $SdS\ for\ E = \frac{100(E-26.45)}{1.32} + 500$. To calculate the Teacher Frustrated

Behavior dimension, the researcher used the formula $SdS\ for\ F = \frac{100(F-12.33)}{1.98} + 500$.

To calculate the Intimate Teacher Behavior dimension, the researcher used the formula

$SdS\ for\ Int = \frac{100(Int-8.80)}{.92} + 500$. Scores ranged from 200 to 800 with 500 being the

average score (Hoy et al. 1991).

Once the standardized scores for each dimension were calculated the researcher used the

formula $Openness = \frac{(SdS\ for\ S)+(1000-SdS\ for\ D)+(SdS\ for\ E)+(1000-SdS\ for\ F)}{4}$ to calculate

the general openness of each school. Scores for school openness ranged from 400 being

Very Low to 600 and above being Very High with average scores being between 490-510

(Hoy et al.).

Discussion

The following tables provided visual representation of each schools

Organizational Climate Descriptors Questionnaire-RS Standardized Subscale and

General climate openness scores. Live Oak High School teachers rated Principal

Supportive Behaviors at a score of 729.32, Principal Directive Behaviors received a

rating of 352.21, Teacher Engaged Behaviors was rated at 904.55, Teacher Frustrated

Behaviors rated at 429.29 and Intimate Teacher Behaviors scored 817.39. The General

climate openness of Live Oak High School was 713.09 which was classified as Very

High.

Table 10. Live Oak High School Standardized School Climate Scores

School	Principal Supportive	Principal Directive	Teacher Engaged	Teacher Frustrated	Intimate Teacher	General Openness
Live Oak HS	729.32	352.21	904.55	429.29	817.39	713.09

Post Oak High School teachers rated Principal Supportive Behaviors at a score of 696.62, Principal Directive Behaviors received a rating of 475.5, Teacher Engaged Behaviors was rated at 764.39, Teacher Frustrated Behaviors rated at 468.18 and Intimate Teacher Behaviors scored 629.33. The General climate openness of Post Oak High School was 629.33 which was classified as Very High.

Table 11. Post Oak High School Standardized School Climate Scores

School	Principal Supportive	Principal Directive	Teacher Engaged	Teacher Frustrated	Intimate Teacher	General Openness
Post Oak HS	696.62	475.5	764.39	468.18	572.83	629.33

Red Oak High School teachers rated Principal Supportive Behaviors at a score of 501.88 Principal Directive Behaviors received a rating of 396.78, Teacher Engaged Behaviors was rated at 470.45, Teacher Frustrated Behaviors rated at 529.8 and Intimate Teacher Behaviors scored 647.83. The General climate openness of Red Oak High School was 511.44 which was classified as Slightly Above Average.

Table 12. Red Oak High School Standardized School Climate Scores

School	Principal Supportive	Principal Directive	Teacher Engaged	Teacher Frustrated	Intimate Teacher	General Openness
Red Oak HS	501.88	396.78	470.45	529.8	647.83	511.44

White Oak High School teachers rated Principal Supportive Behaviors at a score of 597.37, Principal Directive Behaviors received a rating of 585.94, Teacher Engaged Behaviors was rated at 714.67, Teacher Frustrated Behaviors rated at 472.22 and Intimate

Teacher Behaviors scored 640.22. The General climate openness of White Oak High

School was 570.22 which was classified as Above Average.

Table 13. White Oak High School Standardized School Climate Scores

School	Principal Supportive	Principal Directive	Teacher Engaged	Teacher Frustrated	Intimate Teacher	General Openness
White Oak HS	597.37	585.94	741.67	472.22	640.22	570.22

To further answer research question number two a Pearson Correlation was

utilized to measure the interaction of teacher perceptions of school climate. Specifically,

teacher perceptions measured by the Organizational Climate Descriptors Questionnaire-

RS. Individual school's participant responses to each question were added together. Table

14 represented each OCDQ-RS dimension and the questions that corresponded with each

dimension.

Table 14. Summary of OCDQ-RS dimension and corresponding questions

Dimension	Questions
Principal Supportive Behavior	5,6,23,24,25,29,30
Principal Directive Behavior	7,12,123,18,19,31,32
Teacher Engaged Behavior	3,4,10,11,16,17,20,28,33,34
Teacher Frustrated Behavior	1,2,8,9,15,22
Intimate Teacher Behavior	14,21,26,27

Due to a different number of questions per dimension the average score for each question

was calculated for each school. After the average question score per school total was

obtained the researcher calculated the averages for each dimension. The dimension

average totals were entered in the Statistical Package for Social Sciences (SPSS) for the

Mac. The researcher analyzed the data with a Pearson Correlation. Table 15 summarizes

the SPSS output of the Pearson Correlation. Both negative and positive correlations were

determined. However, only one correlation was statistically significant. A statistically

significant negative correlation (-.997) between the OCDQ-RS Teacher Frustrated

Behaviors and OCDQ-RS Teacher Engaged Behaviors dimensions at the p=.01

significance was revealed.

Table 15. Summary of Pearson Correlation of OCDQ-RS Dimensions

		OCDQ-RS Frustrated	OCDQ-RS Engaged	OCDQ-RS Supportive	OCDQ-RS Directive	OCDQ-RS Intimate
OCDQ-RS Frustrated	Pearson Correlation	1	-.997**	-0.932	0.079	-0.557
	Sig. (2-tailed)		0.003	0.068	0.921	0.443
	N		4	4	4	4
OCDQ-RS Engaged	Pearson Correlation		1	0.938	-0.012	0.490
	Sig. (2-tailed)			0.062	0.988	0.510
	N			4	4	4
OCDQ-RS Supportive	Pearson Correlation			1	-0.178	0.373
	Sig. (2-tailed)				0.822	0.627
	N				4	4
OCDQ-RS Directive	Pearson Correlation				1	-0.617
	Sig. (2-tailed)					0.383
	N					4
OCDQ-RS Intimate	Pearson Correlation					1
	Sig. (2-tailed)					
	N					

**. Correlation is significant at the 0.01 level (2-tailed).

Lastly, to answer research question number two a Pearson Correlation of the

dimensions of the LPI and dimension of the OCDQ-RS was conducted. Due to the

difference in total number of questions and participant response categories, each question

for both instruments were totaled and an average was calculated. Each question average

was added together to obtain an overall dimension score total. The totals of each

dimension for both instruments were entered to SPSS and a summary was provided by

Table 16. Both positive and negative correlations were revealed. Analysis revealed all

statistically significant correlations were positive and significant correlations existed

between several dimension of the LPI and OCDQ-RS. All dimensions of the LPI and

OCDQ-RS Principal Supportive Behaviors had positive correlations. The LPI Encourage

the Heart dimension had a positive .992 correlation at the p=.01 significance level with

the OCDQ-RS Principal Supportive dimension. Several positive correlations at the p=.05

significance level was discovered. The LPI Model the Way dimension had positive

correlations with OCDQ-RS Teacher Engaged Behavior .996 and the OCDQ-RS

Principal Supportive Behavior .976 dimensions. The LPI Inspire a Shared Vision had a

positive correlation with two OCDQ-RS dimensions; Engaged Teacher Behaviors .961

and Supportive Principal Behaviors .981. A positive correlation .986 existed between the

LPI Challenge the Process and OCDQ-RS Principal Supportive Behavior dimensions.

Lastly, a positive correlation of .971occurred between the LPI Enable others to Act and

OCDQ-RS Principal Supportive Behaviors.

Table 16. Summary of Pearson Correlation of LPI and OCDQ-RS

		OCDQ-RS Frustrated	OCDQ-RS Engaged	OCDQ-RS Supportive	OCDQ-RS Directive	OCDQ-RS Intimate
LPI Model	Pearson Correlation	-0.948	.966[*]	.976[*]	0.031	0.288
	Sig. (2-tailed)	0.052	0.034	0.024	0.969	0.712
	N	4	4	4	4	4
LPI Inspire	Pearson Correlation	-0.945	.961[*]	.981[*]	0.011	0.287
	Sig. (2-tailed)	0.055	0.039	0.019	0.989	0.713
	N	4	4	4	4	4
LPI Challenge	Pearson Correlation	-0.927	0.945	.986[*]	-0.015	0.261
	Sig. (2-tailed)	0.073	0.055	0.014	0.985	0.739
	N	4	4	4	4	4
LPI Enable	Pearson Correlation	-0.898	0.886	.971[*]	-0.405	0.523
	Sig. (2-tailed)	0.102	0.114	0.029	0.595	0.477
	N	4	4	4	4	4
LPI Encourage	Pearson Correlation	-0.880	0.887	.992[**]	-0.223	0.310
	Sig. (2-tailed)	0.120	0.113	0.008	0.777	0.690
	N	4	4	4	4	4

[**]. Correlation is significant at the 0.01 level (2-tailed).

[*]. Correlation is significant at the 0.05 level (2-tailed).

Chart 1 provided an overview of the interaction of the LPI mean dimension scores and each school's OCDQ-RS general climate openness score. Live Oak High School had the highest OCDQ-RS general climate openness score and had the high mean LPI dimension scores. Conversely, Red Oak High School had the lowest OCDQ-RS general climate openness score and the lowest mean LPI dimension scores. This trend was

consistent with all high schools. Post Oak High School had the second highest OCDQ-RS general climate openness score and second highest LPI mean dimension scores. White Oak High School had the third highest OCDQ-RS general climate openness score and the third highest LPI mean dimension scores.

Chart 1. Summary of LPI mean dimension scores and OCDQ-RS general openness climate score
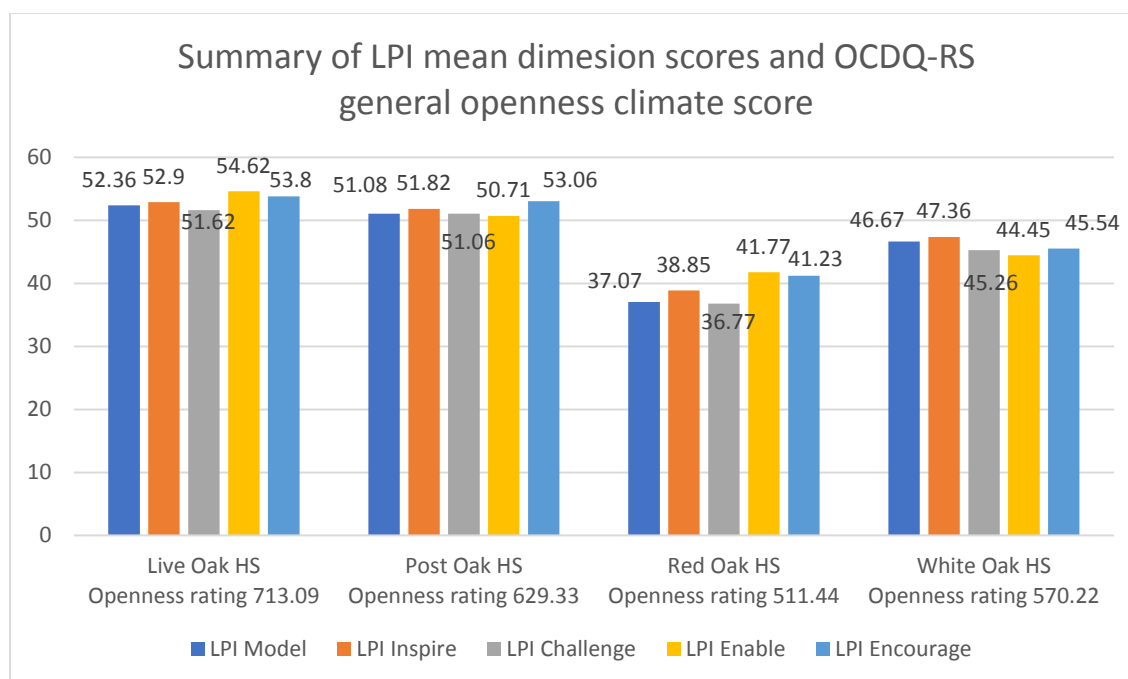
Finding

To obtain data to answer research question number three a focus group meeting was conducted with the principals of the four high school involved in this research study. Dr. Michael Richardson, professor at Columbus State University and dissertation committee chair, served as meeting facilitator. Due to the researcher's position in the school district, the researcher served as an observer for the meeting. The meeting was recorded using an audio recording device and transcribed by the researcher. Once the data was transcribed, themes were developed and reported. The themes that emerged from the

focus group meeting were understanding of climate, showing appreciation and reinforcing positive behaviors, encouraging teachers to take risks, and giving teachers a voice in decision making.

Discussion

To begin the focus group meeting Dr. Richardson asked participants to give their understanding of school culture and climate. Each participant took the opportunity to discuss, from their experiences, how they defined school culture and climate. Chart 2 contains each participant's response.

Chart 2. Focus Group Data on understanding of climate

Respondent	Commentary
A	Climate is the feel the faculty gets, the parents get when they walk into the building. It really is something almost tangible. But it's hard to define. What I've always tried to do at my school is to be welcoming. To share that with the staff and students. Casting that vision of what we want to accomplish there. Then continually model that, reiterating and articulate it.
B	Culture and climate, they are very separate. Sometimes we get them intertwined with each other. When I think culture, that is the beliefs of the faculty. As we through this PLC journey, what are our beliefs. The climate is a huge factor. We look at teacher retention these days and having to put the stuff we have to put on teachers and continue to add more. Each school has different people doing different things. I think where I am right now, it is so big and very hard and I lose touch with all teachers. Teachers need to be supported.
C	Culture and climate are two different things. Culture to me is an extension of the leader in the building, their personality. We can't have success in a school without positive school culture. If the kids don't get excited, if the kids don't know the teachers believe in them, you are not going to get anywhere. We have to have a foundation of teaching basic skills, how to behave and how to do. Culture plays a big part in school in playing confidence in the students. I see climate as the result of the culture. Climate is maybe a perception of our community or outsiders. Currently we have a low climate rating and we are trying to grow that rating, if we want to attract people to our school we need to be a 5 star school. People are coming from and we can't be the bottom on climate at the perception. Culture plays a big part in the foundation of being a great school.
D	I think about the idea that the climate piece is a feel in my opinion and culture is the practices. What we do every day to make sure we are who we say we are. What I try to do as a principal is to build and work on both. The culture piece, I have to make sure it is being done right, I need to make sure we are evaluating practices to ensure they are meeting the mission and vision of our school and county. I am also focused on the feel right now. We talk about the environment, safety, those other pieces that are important to ensure the comfort level is conducive to learning. Such as going in and making sure the bathrooms are clean, or whatever it takes to make the climate better. I like to involve student council to see what students are looking for. I also have a suggestion box for the faculty. Sometimes they don't want to let us know who is wanting what, so that is an anonymous method. We also ask them to provide possible solutions with the problem.

One theme that emerged from the focus group meeting was how each participant showed appreciation to their teachers. Additionally, each participant discussed how they reinforce or correct behaviors. Chart 3 contains each participants response.

Chart 3. Focus Group data on showing appreciation and reinforcing behaviors

Respondent	Commentary
A	I know it sounds hokie but we use jeans pass, we also put a crushed ice machine in the teachers' lounge last summer and that is the best money I ever spent. We do little things throughout the year and on teacher appreciation we go all out for the teachers. Most people know about the Five Love Languages, and teachers feel appreciated in different ways. So, you have to try the shot gun approach, some the pat on the back works, some the ice machine and others the jeans pass works.
B	In our PBIS system we also reward teachers. A friend of mine told me is that he always got a birthday card from his principal. So, I started doing that to include a personal note and that means more to them than money. The other thing is we are entering the worst most of the year. There are not breaks, student discipline goes off the charts. All our APs are running ragged to stay in front of stuff. Sometimes the discipline backs up and the teachers get frustrated. I try to jump in and help with that also.
C	It boils down to relationships and believing in one another. Teachers need to know we believe in them just like we want the students to know their teachers believe in them. The relationships are vital in the school. Like, giving them verbal praise, pat them on their back.
D	I have to say I am still working on that piece. I try to show the support and listen. When teachers come to me with an idea, I listen and don't automatically shoot them down. If it is something we can do, we give it a shot. If not, I try to explain the why so they feel validated. I try to celebrate teachers with social media. Let everyone know we are proud of them. As far as tangible stuff we are trying to do a better job with that. Our parents put on a great teacher appreciation week to show appreciation for the work they do all year. I am trying to find more ways to show support as I grow.

The second theme that emerged from the focus group meeting was how each participant encouraged teachers to take risks in the classroom. Participants discussed ways they encourage teachers to try new things without fear. Chart 4 contains each participants response.

Chart 4. Focus Group data on encouraging teachers to take risks

Respondent	Commentary
A	I think there is a direct correlation with the culture that the building has and teachers' freedom to try new things. We have collaborative planning with common course teams. I encourage them that to teach differently, we don't want it to be scripted. What worked well for this class may not work near as well for the next class. So we encourage teachers to have freedom with the delivery. Then we look at the results to see if the students learn and if so, lets share what worked and what didn't work. We have to be careful not to allow curriculum maps or a calendar dictate the learning. We want to make sure we focus on student learning. We give our teachers autonomy but there better be some results attached to the instruction.
B	I think the creativity you see in the classroom starts before a teacher goes in the classroom. Some great ideas are birthed out of the CAT or content teams. And ensuring we are using depth of knowledge questions and assessments that are focused on learning. Then coming back together and sharing what worked well and expand even further on that. We have established a culture of understanding that we have a way of doing what we do and if you are not on the bus, you need to go find another bus. We also try to focus attention with new teachers to help them learn and grow through our mentor program. That is an extra person who can help and support that person during their first year.
C	As a system we have pacing guides and what not. I remember the first CAT team I sat in on and the teachers were just rushing. I told them to slow down and they responded with this is what we have to do. But I told them we need to do it the right way and build a solid foundation. I have seen that the classes where the students are most engaged is with the teachers that are not afraid to take risks. It's the teacher that is trying to do the same thing over and over where the students are bored. They are teachers, it is a craft, it is a skill and only they can do what they do. Another thing we have done is video our teachers to allow them to review and improve. Just the same way as a coach videos practice to improve. We also allow our teachers the opportunity to observe each other and see what other teachers do.
D	I use the TKES evaluation system as a way to reinforce great teaching and then use these examples to share with others. I also use TKES to coach teachers in areas they need to improve. Not as a punitive measure but to use their observations as platform to discuss what went well and what needs to be improved.

The third theme that emerged from the focus group meeting was how each

participant gave teachers a voice in the decision making process. Each participant

discussed how they worked to involve teachers and strategically obtained teacher input in

the decision making process. Chart 5 contains each participants response.

Chart 5. Focus group data on giving teachers a voice in decision making

Respondent	Commentary
A	Trust is a big thing. Teachers are not going to respond to a request without trust. I like to make sure everyone understands that no one is more or less important, we just have different roles. We all have roles to accomplish different things, but it is all to achieve one common vision and one mission. I have a simple activity or guide- right, wrong, missing or confusing. If we are addressing something we ask our teachers those questions and it helps guide the conversation. We are able to get concrete next steps to address any issue. This all adds to the trust and respectfulness of everyone. Empowering teachers is huge, it a more advance maneuver in leadership. You are giving away certain aspects but as the leader you still have the reins. Really, who is going to know the needs more than the teachers?
B	When I first started as a principal I surrounded myself with yes people, those who agreed with everything I said. I quickly learned that was a bad thing. I am not saying you want negative Nancy but you want people who will question the process. That is why we have a group, ultimately a decision has to be made and making decision alone is dangerous and we need the input of teachers. If it important to have people who critically think and ask, what if we do this, what if we did it this way.
C	When I took over a principal, teachers had no say in the school. There were 4 or 5 teachers who had a voice but no one else. So, I meet in the cafeteria and invited the entire staff to the leadership team meetings. It took several meetings to help them know I wasn't going to chop their heads off if they said something wrong. So, we went to the opposite side where I had too much teacher input. So, we found the happy medium where at the end of the day I make the decision based upon their input and what I believe is best.
D	We try to include them as much as possible and hear their voices by things like the suggestion box. When we have to make major decision, we discuss certain aspects in a faculty meeting. I want them to feel as comfortable as possible about input. If it needs to be anonymous we do, if it needs to be one on one I provide that to give them the comfort they need to share what is on their mind.

Chart 6 provided a visual representation of the comparison between principal

identified behaviors during the focus group meeting and teachers identified behaviors

through the Leadership Practices Inventory. During the focus group meeting, principals

identified showing appreciation, reinforcing positive behaviors, encouraging teachers to take risks and giving teachers a voice in the decision making process as behaviors they displayed to promote school climate. The researcher, through analysis of the Leadership Practices Inventory, claimed teachers desired a visionary leader, a leader who showed them genuine care both personally and professionally, was empowering, demonstrated trust and was encouraging through praise or constructive criticism.

Chart 6. Comparison of Principal and Teacher Identified Behaviors

Principal Identified Behaviors	Teacher Identified Behaviors
1. Showing appreciation 2. Reinforcing behaviors 3. Encouraging teachers to take risks 4. Giving teachers a voice in decision making	1. Visionary who provided a better future for them and others 2. Genuine care (personal and professional) 3. Empowering 4. Demonstrating trust 5. Encouraging through praise or constructive criticism

Summary

The researcher employed a mixed method approach using surveys and a focus group. A total of 66 high school teachers in the Houston County School District responded to and completed all 30 statements on the Leadership Practices Inventory (LPI) and all 34 statements on the Organizational Climate Descriptors Questionnaire-RS (OCDQ-RS). A Pearson Correlation was used to analyze the relationship between each dimension of the LPI against itself and OCDQ-RS against itself as well as the relationship between the LPI and OCDQ-RS. Regarding research question one, a positive correlation was found between all dimensions of the LPI at a p=.01 significance level. The strongest correlation was LPI Inspire Others to Act with LPI Challenge the Process

with a correlation of .978. Regarding question two, the formulas provided by the authors of the OCDQ-RS were used to determine general climate openness of each school. School ratings ranged from 511.44 to 713.09, with the higher the number representing a higher openness. The range for climate openness was from 400 (very low) to 600+ (very high) with average scores being between 490-510. Regarding the Pearson Correlation of the OCDQ-RS, only one statistically significant negative correlation was determined. The OCDQ-RS Teacher Frustrated Behaviors and OCDQ-RS Teacher Engaged Behaviors had a correlation of -.997 at the p=.01 significance. A Pearson Correlation was used to analyze the interaction of the dimensions of the LPI with the dimensions of the OCDQ-RS. Several correlations were determined. Most notable, all dimension of the LPI had positive correlations with the OCDQ-RS Principal Supportive Behaviors dimension, four of which were significant at the p=.01 significance level. A final comparison of the two instruments was conducted to visually represent the interaction of the LPI and OCDQ-RS. Represented by Chart 1, a higher rating of general climate openness was related to higher levels on the LPI. Likewise, a lower rating of general climate openness was related to lower levels on the LPI. The second component of this study was that of the focus group meeting. The principals from each of the four high schools represented in this study met and discussed the deliberate behaviors they exercise daily to promote school climate. The different themes that emerged from the focus group meeting were, understanding of climate, showing appreciation and reinforcing behaviors, encouraging teachers to take risks, and giving teachers a voice in decision making.

CHAPTER 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

Leadership has been and will always be vital to the success of any organization. This researcher's purpose was to better understand how school leaders, specifically high school principals, impacted their school climate with their deliberate behaviors. This research project employed a mixed methods approach to answer three research questions:

(1) To what extent do relationships exist between teacher perceptions of principal leadership behaviors when compared to the Leadership Practices Inventory?

(2) To what extent do relationships exist between teacher perceptions of principal behaviors and school climate as measured by the Organizational Climate Descriptors Questionnaire-RS?

(3) What are the deliberate behaviors high school principals exercise daily to promote school climate as identified by high school principals?

To obtain data to answer research question one the researcher surveyed high school teachers employed in the Houston County School District. The Leadership Practices Inventory (LPI) developed by James Kouzer and Barry Posner was a 30-statement survey designed to gain perception data of individuals regarding the leadership practices of their leader. Once data was gathered the researcher conducted a Pearson Correlation to measure the strength of relation between the 5 dimensions of the LPI. To answer research question two the researcher surveyed the same group of teachers using the Organizational Climate Descriptors Questions-RS (OCDQ-RS). Developed specifically to be used in the high school setting, the OCDQ-RS was a 34-statement survey designed to gain

perception data of the organizational climate of high schools. Using the formulas developed by the creators of the OCDQ-RS the researcher calculated the General Climate Openness of each school. Additionally, the research conducted a Pearson Correlation to measure the strength of relationship between the five dimensions of the OCDQ-RS. The final question was answered by using data obtained from a focus group meeting of four of the five high schools in the Houston County School District. The researcher was employed as a principal of one of the high schools and to avoid conflicts of interest did not participate in the focus group nor was perception data obtained from teachers employed at the researcher's school. The data from the focus group was coded and themes were developed to understand the deliberate behaviors high school principals exercise to promote school climate.

Analysis of Research Findings

To obtain answers to research question one and two, Pearson Correlation was performed using teacher perception survey data from the Leadership Practices Inventory and the Organizational Climate Descriptors Questionnaire-RS. Regarding research question one a positive correlation was found between all dimensions of the LPI at a p=.01 significance level. The strongest correlation was LPI Inspire a Shared Vision with LPI Challenge the Process with a correlation of .978.

Regarding question two, the formulas provided by the authors of the OCDQ-RS were used to determine general climate openness of each school. School ratings ranged from 511.44 to 713.09, with the higher the number representing a higher openness. The overall range of scores for climate openness was from 400 (very low) to 600+ (very high) with average scores being between 490-510. Regarding the Pearson Correlation of the

OCDQ-RS, only one statistically significant negative correlation was determined. The OCDQ-RS Teacher Frustrated Behaviors and OCDQ-RS Teacher Engaged Behaviors had a correlation of -.997 at the p=.01 significance.

To further study the interaction of teacher perceptions a Pearson Correlation was used to analyze the interaction of the dimensions of the LPI with the dimensions of the OCDQ-RS. The most noteworthy finding was all dimension of the LPI had positive correlations with the OCDQ-RS Principal Supportive Behaviors dimension, four were significant at the p=.01 significance level and one at the p=.05 significance level.

A final comparison of the two instruments was conducted to visually represent the interaction of the LPI and OCDQ-RS. Chart 1 demonstrated that higher ratings of general climate openness was related to higher levels on the LPI. Similarly, lower ratings of general climate openness were related to lower levels on the LPI.

For the qualitative component of this study, a focus group meeting was used to obtain data to answer research question three. The principals from each of the four high schools represented in this study met to discuss the deliberate behaviors they exercised daily to promote school climate. The data was transcribed and themes were identified. The themes that emerged from the focus group meeting was, understanding of climate, showing appreciation and reinforcing behaviors, encouraging teachers to take risks, and giving teachers a voice in decision making.

Discussion of Research Findings

The most compelling and clearest picture of teachers' perceptions of their principals' leadership behaviors was found in Chart 1. The chart demonstrated the claim made by Urick and Bowers (2014) that principals no longer operated under previous

leadership styles. Principal instead exercise various leadership behaviors day-to-day

carrying out their duties. Teachers at each of the four high schools rated their principal as

using all five dimensions, defined by the Leadership Practices Inventory, consistently;

there was not a dominate dimension perceived for any of the high schools. Militello,

Fusarelli, Alsbury, and Warren (2013) had a similar claim, that one size fits all leadership

was not effective due to the humanistic nature of people. Militello et al. further asserted

leadership was multifaceted and too complicated for a single leadership style and that

leaders must use a variety of behaviors to effectively lead others. This finding also

supported the claim of Allen, Grigsby and Peters (2015) that teachers' perceptions of

school climate were shaped by principal behaviors.

The strongest correlation was LPI Inspire a Shared Vision with LPI Challenge the

Process with a correlation of .978 at the p=.01 significance level. This finding suggested

that teachers perceived principal behaviors that challenged the status quo and encouraged

teachers to take risk were highly related to principal behaviors that created excitement

through a purposeful and meaningful vision and with principal behaviors that created

enthusiasm for followers to see a better future for themselves and others. A perfect

correlation equaled 1 therefore this correlation was statically strong.

The strongest Pearson Correlation of the OCDQ-RS was that of Teacher

Frustrated Behaviors and OCDQ-RS Teacher Engaged Behaviors which had a negative

correlation of -.997 at the p=.01 significance. This finding suggested that the negative

correlation meant as one behavior increased the other behavior decreased, almost at a 1 to

1 ratio. Teacher engaged behaviors such as supporting colleagues, trusting others, and

high staff morale were not related to frustrated behaviors of burdensome paperwork, aggravating one another, and low staff morale.

The strongest relationship, measured by the Pearson Correlation, between the LPI and OCDQ-RS was between the LPI Encourage the Heart and OCDQ-RS Principal Supportive Behavior dimension. As seen in Table 16. Summary of Pearson Correlation of LPI and OCDQ-RS the correlation was .992 with a p= .008 significance level. This correlation suggested teachers appreciated a principal who was encouraging and supportive. Specifically, principal who encouraged by celebrating and demonstrating a true appreciation of teachers (Kouzer & Posner, 2017) and was supportive by having a genuine care for teachers both personally and professionally (Hoy, Tarter & Kottkamp, 1991). This finding supported the claim of Kareem (2016) who claimed that principals should empower not dictate and be supportive not micromanage. Moreover, the Pearson Correlation revealed all dimension of the LPI had positive correlations with the OCDQ-RS Principal Supportive Behaviors dimension, four were significant at the p=.01 significance level and one at the p=.05 significance level. OCDQ-RS Principal Supportive behaviors were characterized as having a professional and personal care for teachers, were mindful of the social and professional needs of the faculty and staff. Additionally, leaders led by example and provided teachers with constructive criticism to promote growth. This finding suggested teachers appreciated a principal that demonstrated core values, cast a compelling vision, challenged the status quo, developed relationships built on trust, and celebrated teachers who embodied core values demonstrating true value.

Regarding school climate, the results of this current study were consistent with those of Chaudhary (2011). Chaudhary used the Organizational Climate Descriptors-RE to measure the relationship between principal behaviors and teacher job satisfaction. Chaudhary claimed a significant relationship existed between principal supportive behaviors and job satisfaction. Conversely, principal restrictive behaviors and job satisfaction were not significant. While this study did not measure job satisfaction, schools with higher levels of principal supportive behaviors had higher levels of general school climate. Additionally, two areas Chaudhary suggested principals focus on to improve job satisfaction contained elements of LPI Enable Other to Act and LPI Encourage the Heart. Chaudhary suggested principals should focus efforts to promote trust and collaboration as well as give teachers a voice and offer authentic praise for a job well done. Kouzer and Posner (2017) claimed principals that promoted trust through teamwork and teacher empowerment through shared decision making were more effective leaders. Further, encouragement was the bridge between high expectations and positive results. Encouragement from the principal to the teacher communicated the leader's belief in the teacher's ability to complete the task successfully (Kouzer & Posner, 2017).

The overall findings of this research study, pertaining to the LPI and OCDQ-RS, were consistent with the overall findings of Pulleyn (2005). Pulleyn (2005) concluded that teacher perceptions were influenced by principal leadership behaviors. Schools with high school climate ratings, as measured by the OCDQ-RM, had high levels on the LPI. Additionally, schools with lower LPI scores had lower climate ratings, as measured by the OCDQ-RM. The findings of this current study demonstrated higher climate scores, as

measured by the OCDQ-RS, were positively correlated with higher LPI scores. Likewise, lower climate scores, according to the OCDQ-RS, were positively correlated with lower LPI scores.

Research question three was answered using a focus group and the participants were the principals of the four high schools represented in this study. Prominent themes that emerged from the discussion were understanding of climate, showing appreciation and reinforcing behaviors, encouraging teachers to take risks, and giving teachers a voice in decision making. Each respondent defined climate according to their perception. Each stated that climate was complex and hard to fully defined. Respondent D's explanation was consistent with that of Loukas (2007) school climate was multidimensional and involved various aspects such as physical, social and academic dimensions.

The second theme that emerged was how principals show appreciation to teachers and how they reinforce the behaviors that align with the school's mission and vision. The group believed it was important to praise and reinforce the behaviors that promoted the mission and vision of the school. Further, it was equally important to ensure corrective measures were taken to change behaviors that did not promote the school's values. This theme was consistent with the claim of Chaudhary (2011) who stated principals should openly praise teachers for positive performance and give constructive feedback to improve poor teacher performance. The LPI theme that was closely associated to this finding was LPI Encourage the Heart. Kouzer and Posner (2017) stated extraordinary results was the connection between expectation and encouragement. Showing appreciation communicated true value and confidence in followers (Kouzer & Posner, 2017).

The third theme that emerged was how principals encouraged teacher to take risks in the classroom. Each principal stated that empowering teachers to take risks in the classroom was important. The claim was consistent with that of Moolenaar, Daly and Sleegers (2010) who stated principal leadership had an effect on teacher innovation in that leadership either promoted or stifled risk taking. Respondent C claimed from his experience that in the classrooms where teachers practiced innovation and took risks students were more engaged in the learning. The LPI dimensions that were most closely associated to this finding were LPI Challenge the Process and LPI Enable Others to Act. Kouzer and Posner stated no organization achieved greatness by maintaining the status quo. Further, leaders who promoted risk taking and empowerment of others created work environments that promoted the growth of everyone.

The fourth theme was how principals give teachers a voice in the decision-making process. The principals' comments were consistent with those of Kareem (2016), who claimed that principals involving teachers in the decision-making process was vital. Additionally, Allen, Grigsby and Peters, (2015) claimed teachers perceived the school climate as positive when they were given a voice in the decision making. Regarding the LPI the dimension closely associated to this finding was the LPI Enable Others to Act. Trust and collaboration between the leader and followers produced high productivity and remarkable results (Kouzer & Posner).

Conclusions

Through various forms of federal legislation, law makers have tried to guarantee and increase student achievement in America's public schools. Consequently, lawmakers placed increased demands on school leaders regarding student growth and achievement.

The era of school accountability caused a shift in public school leadership that has continued today. Subsequently, researchers launched efforts to study school leadership to gain insight regarding effective and ineffective school leadership behaviors. Throughout recent literature the influence or impact of principal behaviors were studied. Researchers studied the impact of the principal on student achievement. For example, Soehner and Ryan (2011) conducted a study and determined principals were instrumental in laying the foundation for instruction but had an indirect impact on student achievement. Researchers studied the impact of the principal in the area of job satisfaction. Shaw and Newton (2014) studied components of servant leadership and teacher perceptions of job satisfaction. They found that principals who demonstrated the characteristics of servant leadership had a positive impact on teacher job satisfaction. Additionally, the styles of transformation versus transactional were studied. Onorato (2013) used the Multifactor Leadership Questionnaire to determine which leadership style was used most by principals. Onorato found the majority of principals studies (68.8%) used transformational leadership while only 22.2% of principals used the transactional styles of leadership.

The researcher used a mixed methods approach to gain teacher perception data regarding principal leadership behaviors and school climate. The Leadership Practices Inventory (LPI) was used to gain perception data from teachers of their principal leadership behaviors. The Organizational Climate Descriptors Questionnaire-RS (OCDQ-RS) was used to gain teacher perception data of their schools' climate. The qualitative approach included a focus group meeting of four high school principals. The reader was cautioned not to assume the principal was the sole creator of the climate as school was

too complex to be exclusively established by one person. The researcher concluded the behaviors a principal exercises while performing their day to day duties of leading the school did influence teacher perceptions of school climate. As seen in Chart 1 higher climate openness ratings, as measured by the OCDQ-RS were positively correlated with higher levels in the LPI. Meaning as the OCDQ-RS climate openness rating increased, scores on the LPI increased. The researcher's findings were consistent with similar studies found in the literature regarding principal behaviors and their impact on school climate. Further, the beliefs of the researcher and that of the focus group members also agreed that principal behaviors have a direct impact on the climate of the school.

Implications

Implications for the field of educational leadership were discussed in this section. School climate was a complex and a dynamic concept. While the researcher identified correlations between principal leadership behaviors and school climate it was impossible to claim the principal was sole reason of creator of school climate. However, according to teachers, one implication was that the principal played a vital and instrumental role in the creation and perceptions of school climate. Therefore, the researcher cautioned readers not to assume causation on the part of the principal and school climate. Another implication was that principal behaviors were important, and focused attention should be given to them. Principals should frequently evaluate their behaviors and assess their school's climate. By doing so, principals could ensure job satisfaction and reverse the negative trend of teachers leaving the profession. Further, principals should ensure they utilize research-based leadership behaviors that promote healthy school climates. Faculty, staff and students will benefit from focused attention of specific leadership behaviors

which in turn could promote healthy school climate and improved leadership. Lastly, the humanistic side of education was vital and cannot be overlooked. Teachers needed to feel valued, appreciated and as co-collaborators in the effective operations of the school. Principals should ensure they celebrate teachers often, recognize efforts that align with the school's mission and vision. Further, principals should give teachers a voice in decision making by involving them in various day-to-day operations of the school. Principal behaviors played an important role in determining teacher perceptions of school climate. School leaders should work to cultivate relationships that foster healthy climate. By developing trusting relationships teachers felt they were valued contributors which improved perceptions of school climate.

Recommendations

Based on the methodology and conclusions, the researcher recommended the following for implementation:

1. Readers are cautioned to assume leadership was the sole cause of higher climate school climate ratings. Instead, understand principal leadership behaviors played a vital role in perceptions of school climate.

2. Current and aspiring principals should give focused attention to their leadership behaviors and align them with the types of behaviors defined by the Leadership Practices Inventory.

3. Leadership preparation programs should spend time developing and cultivating the research-based leadership traits that promoted healthy school climates.

4. Leadership programs should ensure aspiring principals have a solid grasp on why school climate was important and the relationship of their behaviors to school climate.

5. School districts should provide professional learning for current and aspiring principals to improve understanding of school climate and leadership behaviors that promoted a healthy school climate.

Based on the methodology and conclusions, the researcher recommended the following for future research:

1. Future researchers should conduct a research study to understand how the principal's years of experience impact teacher perceptions of school climate.

2. To improve this current study, a larger sample population could provide further insight. Future researchers could expand this study across several districts to involve a larger group of high school teachers and high school principals.

3. At the high school level future research could analyze teacher perceptions at the departmental level to explore deeper trends about the influence of principal leadership behaviors.

4. Future research could investigate the influence of the entire school's leadership team to include assistant principals to gain understanding of their role in determining perceptions of school climate.

5. Utilize a Delphi Study to survey principals and teachers in multiple rounds to narrow a list of effective principal leadership behaviors.

Dissemination

The researcher planned to share the findings with fellow high school principals in the current district of employment as well as surrounding school districts. Additionally, the researcher planned to implement a process of growing assistant principals in his school to ensure understanding of school climate, the impact of the leader's behaviors, and strategies to improve school climate.

Concluding Thoughts

At the beginning of the first class with Dr. Richardson and Dr. Lemoine they challenged students to find a topic we were passionate about and focus our research in that area. Effective leadership was a concept the researcher studied because of an internal desire, a burning desire, to be the most effective leader possible. This research project furthered the researcher's enthusiasm and passion pertaining to effective school leadership. Below are concluding thoughts the researcher provided the reader to ponder.

1. Students deserve the best. Providing the very best for students begins with effective school leadership. Establishing, cultivating, and maintaining a positive school climate played a vital role in a school's ability to give their students the best. Apart from a positive school climate schools will not attract the best teachers, and without great teachers students will never reach their fullest potential. Providing a climate that attracts the best teachers, providing them the opportunity to grow, providing support, and empowering teachers was vital to giving each and every student the best educational experience possible.

2. Leadership is not about programs, leadership is about people. In public education school leaders implemented the latest and greatest programs and used various instructional technology. While these items added value the greatest resource was

often untapped. You can never replace the tremendous impact of a caring, passionate content expert who takes time to impart into young minds their love for learning and passion for their content. Principals should do everything within their authority to care for and provide for their teachers.

3. Education was, and in the researcher's opinion will always be, the great equalizer. Regardless of background, socioeconomic status, ethnicity, or gender having the ability to critically think, apply learning, and communicate can radically change a person's course of life. With that said, the researcher implored the reader to ensure, through deliberate actions, to provide your faculty and staff, students and all stakeholders the best possible educational experience. By doing so the reader will help all others to have maximum impact in the world around them.

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APPENDICIES

Appendix A
Houston County School District Approval

HOUSTON COUNTY BOARD OF EDUCATION
HIGH-ACHIEVING STUDENTS

SUPERINTENDENT OF SCHOOLS
DR. MARK SCOTT

BOARD MEMBERS

HELEN HUGHES, VICE CHAIRMAN	MR. FRED WILSON, CHAIRMAN	DAVE CROCKETT
LORI JOHNSON		HOKE MORROW
DR. RICK UNRUH		BRYAN UPSHAW

DATE: January 24, 2018

TO: Christopher Brown
               Veterans High School

FROM: Sharon Moore
               Director of Professional Learning

SUBJECT: **RESEARCH APPROVAL REQUEST**

Your request to conduct research for your graduate program at Columbus State University is approved. The purpose of your study, *"Teacher Perceptions Of Principal Behaviors Related To School Climate"*, will be to gain understanding of the degree to which principal leadership behaviors influenced positive school climate. The timeframe for this research study is one year from the date of system approval.

Thank you for submitting your research proposal, principal consent forms, and surveys.

Please keep in mind that you will be responsible for compiling the data for your research. The staff at our system high schools and the Departments of Assessment & Accountability and Technology Services is unable to compile data for your research. Board policy also prohibits the use of system email for personal research. Please also remember student and teacher anonymity is of utmost priority for this research project.

I have attached to this approval e-mail the Houston County Schools Requirements for Conducting Research.

I wish you the best as you work toward earning your graduate degree. Please let me know if I may be of any assistance to you again in the future.

cc: Cindy Flesher

Appendix B
Columbus State University IRB Approval

COLUMBUS STATE UNIVERSITY

Christopher Brown [Student] <brown_christopher25@columbusstate.edu>

Protocol 18-056 Exempt Approval

CSU IRB <irb@columbusstate.edu>   Tue, Feb 6, 2018 at 10:38 AM
To: "Christopher Brown [Student]" <brown_christopher25@columbusstate.edu>, Michael Richardson <richardson_michael5@columbusstate.edu>
Cc: CSU IRB <irb@columbusstate.edu>, Institutional Review Board <instituional_review@columbusstate.edu>

Institutional Review Board

Columbus State University

Date: 2/6/18

Protocol Number: 18-056

Protocol Title: Teacher Perceptions of Principal Leadership Behaviors Related to School Climate

Principal Investigator: Christopher Brown

Co-Principal Investigator: Michael Richardson

Dear Christopher Brown:

The Columbus State University Institutional Review Board or representative(s) has reviewed your research proposal identified above. It has been determined that the project is classified as exempt under 45 CFR 46.101(b) of the federal regulations and has been approved. You may begin your research project immediately.

Please note any changes to the protocol must be submitted in writing to the IRB before implementing the change(s). Any adverse events, unexpected problems, and/or incidents that involve risks to participants and/or others must be reported to the Institutional Review Board at irb@columbusstate.edu or (706) 507-8634.

If you have further questions, please feel free to contact the IRB.

Sincerely,

Amber Dees, IRB Coordinator

Institutional Review Board
Columbus State University

Appendix C
Principal Approval Letter

Dear High School Principal,

I am a doctoral candidate at Columbus State University. This e-mail is a request for me to conduct a research study in your school. The purpose of this study is to understand to what extent relationships exist between teachers' perceptions of their principal's leadership behaviors and teachers' perceptions of school climate.

Principals, now more than ever, are under pressure and scrutiny to effectively lead their schools. Across the nation 44% of teachers are leaving the profession within the first 5 years of their career.

This study includes gaining perception data from high school teachers using the Leadership Practices Inventory and Organization Climate Descriptors Survey-RS. All participant responses will be confidential and the results will be used to inform best practices for principals' leadership behaviors. Additionally, this study will employ the use of a focus group of high school principals in the Houston County School District. Your participation in the focus group is requested. The data from the meeting will be coded and themes, not individual statements, will be developed and reported. Therefore, your identify will never be revealed and confidentiality will be ensured. This study is no harm to human subjects.

This research study has been reviewed by the Columbus State University Institutional Review Board, which insures that research projects involving human subjects follow federal regulations. In addition, the research study has been reviewed by the Houston County School District and the District granted approval.

Thank you very much for your time and consideration. The information provided by you and your teachers will be essential in improving principals' leadership behaviors resulting in improvements of school climate. If you approve this research study being conducted in your school, please sign the letter attached to this e-mail and return it to me. Sincerely,

Chris Brown
Doctoral Candidate
Columbus State University

Appendix D
PRE-NOTICE LETTER

Dear Research Participant,

I am a doctoral candidate at Columbus State University. This e-mail is a request for you to participate in a research study. The purpose of this study is to understand to what extent relationships exist between teachers' perceptions of their principal's leadership behaviors and teachers' perceptions of school climate.

Tomorrow you will receive an e-mail containing Survey Monkey® link to a survey. All participant responses will be confidential and the results will be used to inform best practices for principals' leadership behaviors. Please note the email will come from my Columbus State University email which is brown_christopher25@columbusstate.edu. If you do not receive the email by tomorrow please check your Barracuda SPAM inbox.

This research study has been reviewed by the Columbus State University Institutional Review Board, which insures that research projects involving human subjects follow federal regulations.

Thank you very much for your time and consideration. The information provided by teachers like you will be essential in improving principals' leadership behaviors resulting in improvements of school climate.

Sincerely,

Chris Brown
Doctoral Student
Columbus State University

Appendix E
Cover Letter

Dear Research Participant,

We are writing to ask for your participation in a study that is a part of an important project being conducted by me in fulfillment for my doctoral degree. The purpose of the study is to understand to what extent relationships exists between teachers' perceptions of their principal's leaderships behaviors and teachers' perceptions of school climate. Principals, now more than ever, are under pressure and scrutiny to effectively lead their schools. Across the nation 44% of teachers are leaving the profession within the first 5 years of their career. These surveys will provide insightful information of the key behaviors principals exhibit to effectively lead. Please help to improve principals' leadership and reverse the negative trends of teachers leaving the profession. Your feedback will be insightful and informative.

As a high school teacher in the Houston County School District you have been selected to participate in this study. If you choose to participate in this survey, please click on the survey link below and answer all 64 questions. Your answers are confidential and completing the survey will only take 30-60 minutes. Question number 1 of the survey will prompt you to review Informed Consent. If you wish to continue and participate in this research study simply select "I agree".

This research study has been reviewed by the Columbus State University Institutional Review Board, which insures that research projects involving human subjects follow federal regulations.

If you have any questions or comments about this survey, please feel free to contact me by e-mail brown_christopher25@columbusstate.edu.

You may also address questions to my dissertation chair, Dr. Michael Richardson at 706-507-8504 or by email at Richardson_michael5@columbusstate.edu.

Thank you very much for helping us with this important study.

Survey link:

Sincerely,

Chris Brown
Doctoral Student
Columbus State University

Appendix F
Web-based Informed Consent

You are being asked to participate in a research project conducted by Christopher Brown, a doctoral student in the Counseling, Foundations and Leadership department at Columbus State University. Dr. Michael Richardson, professor at Columbus State University, serves as the faculty member supervising this study.

I. Purpose:
  The purpose of this project is to understand to what extent relationships exist between teachers' perceptions of their principal's leadership behaviors and teachers' perceptions of school climate.

II. Procedures:
  You will receive a link directing you to Survey Monkey. This survey will contain the Leadership Practice Inventory and the Organizational Climate Descriptors Questionnaire-RS surveys. The duration to complete to the survey is 30-60 minutes. The data collected for this research project cannot be used in future research projects.

III. Possible Risks or Discomforts:
  To minimize risks or discomforts the data collected will not link to the participants in this study.

IV. Potential Benefits:
  The expected benefit to participants is increased knowledge of principal behaviors that promote positive school climate.

V. Costs and Compensation:
  Participants will not receive compensation for participating in this study. There will be no financial cost for participating.

VI. Confidentiality:
  To ensure confidentiality IP addresses of participants will not be recorded. The data will be stored on the principal investigator's personal laptop and external hard drive, which are password protected. The data will be destroyed six months after the completion of the research study.

VII. Withdrawal:
  Your participation in this research study is voluntary. You may withdraw from this study at any time, and your withdrawal will not involve penalty or loss of benefit.

For additional information about this research project, you may contact the Principal Investigator, Christopher Brown at 478-218-0631
brown_christopher25@columbusstate.edu.

If you have questions about your rights as a research participant, you may contact Columbus State University Institutional Review Board at irb@columbusstate.edu.
I have read this informed consent form. If I had questions, they have been answered. By selecting the *I agree* radial and *Submit*, I agree to participate in this research project.

🔵 I agree   🔵 I do not agree

Submit

Appendix G
Cover Letter to Principals

Dear Colleague,

I am a doctoral candidate at Columbus State University. I am e-mailing you to ask you to participate in a research study. My studies includes gaining teachers' perceptions of their principal's leadership behaviors and teachers' perceptions of school climate. To gain additional data I would like to conduct a focus group meeting with the high school principals in Houston County and request your participation. The purpose of the study is to understand to what extent relationships exist between teachers' perceptions of their principal's leadership behaviors and teachers' perceptions of school climate.

The purpose of the focus group is to gain understanding of the deliberate behaviors high school principals exercise daily to promote positive school climate. The meeting will be facilitated by Dr. Michael Richardson, professor at Columbus State and my committee chair. Dr. Richardson will ask open-ended questions that will promote discussion among the group. Please note the meeting will be recorded using an audio recording device for data collection and coding purposes. Once the data is coded, themes, not individual statements, will be developed and reported. Therefore, your identify will never be revealed and confidentiality will be ensured. If you are willing to participate, you will be asked to sign an Informed Consent at the beginning of the focus group meeting.

Principals, now more than ever, are under pressure and scrutiny to effectively lead their schools. Across the nation 44% of teachers are leaving the profession within the first 5 years of their career. The focus group will provide insightful information of the deliberate behaviors principals exhibit to effectively lead their schools.

This research study has been reviewed by the Columbus State University Institutional Review Board, which insures that research projects involving human subjects follow federal regulations.

I will be calling you in the next couple days to address any questions you may have. I look forward to speaking with you very soon.

Sincerely,

Chris Brown
Doctoral Student
Columbus State University

Appendix H
Follow-up Call to Principals

Hello Principal's name,

How was your day today? The point of my call today is to see if you had questions about the e-mail I sent regarding the research study I am conducting.

Thank you for your willingness to allow me to conduct research with your teachers at your school. Additionally, thank you for your willingness to participate in the focus group. We will meet at Veterans High School on March 1, 2018 at 4:00 pm in the media center conference room which is located on the second floor.

Have a great day!

Appendix I
Focus Group Informed Consent

You are being asked to participate in a research project conducted by Christopher Brown, a doctoral student in the Counseling, Foundations and Leadership department at Columbus State University. Dr. Michael Richardson, professor at Columbus State University, serves as the faculty member supervising this study.

I. Purpose:
> The purpose of this project is to understand to what extent relationships exist between teachers' perceptions of their principal's leadership behaviors and teachers' perceptions of school climate.

II. Procedures:
> As a high school principal, you will be asked to provide answers to open-ended questions. Dr. Michael Richardson, co-principal investigator will facilitate the focus group meeting. We will record the meeting using an audio recording device and data from this meeting will be coded. The focus group meeting will last between one to two hours. The data collected for this research project cannot be used in future research projects.

III. Possible Risks or Discomforts:
> To minimize risks or discomforts the data collected will not link to the participants in this study.

IV. Potential Benefits:
> The expected benefit to participants is increased knowledge of principal behaviors that promote positive school climate.

V. Costs and Compensation:
> Participants will not receive compensation for participating in this study. There will be no financial cost for participating.

VI. Confidentiality:
> The data will be stored on the principal investigator's personal laptop and external hard drive. To protect data from unauthorized, access the principal investigator's laptop is password protected. The data will be destroyed, six months after the completion of the research study.

VII. Withdrawal:
> Your participation in this research study is voluntary. You may withdraw from this study at any time, and your withdrawal will not involve penalty or loss of benefit.

For additional information about this research project, you may contact the Principal Investigator, Christopher Brown at 478-218-0631 brown_christopher25@columbusstate.edu.
If you have questions about your rights as a research participant, you may contact Columbus State University Institutional Review Board at irb@columbusstate.edu.

I have read this informed consent form. If I had questions, they have been answered. By signing this form, I agree to participate in this research project.

_____   _____

Signature of Participant   Date

Appendix J
Leadership Practices Inventory Approval

WILEY

January 24, 2018

Christopher Brown
115 Mallards landing Drive
Kathleen, GA 31047

Dear Mr. Brown:

Thank you for your request to use the LPI®: Leadership Practices Inventory® in your research. This letter grants you permission to use either the print or electronic LPI [Self/Observer/Self and Observer] instrument[s] in your research. You may *reproduce* the instrument in printed form at no charge beyond the discounted one-time cost of purchasing a single copy; however, you may not distribute any photocopies except for specific research purposes. If you prefer to use the electronic distribution of the LPI you will need to separately contact Joshua Carter (jocarter@wiley.com) directly for further details regarding product access and payment. Please be sure to review the product information resources before reaching out with pricing questions.

Permission to use either the written or electronic versions is contingent upon the following:

(1) The LPI may be used only for research purposes and may not be sold or used in conjunction with any compensated activities;
(2) Copyright in the LPI, and all derivative works based on the LPI, is retained by James M. Kouzes and Barry Z. Posner. The following copyright statement must be included on all reproduced copies of the instrument(s); "Copyright © 2013 James M. Kouzes and Barry Z. Posner. Published by John Wiley & Sons, Inc. All rights reserved. Used with permission";
(3) One (1) **electronic** copy of your dissertation and one (1) copy of all papers, reports, articles, and the like which make use of the LPI data must be sent **promptly** to my attention at the address below; and,
(4) We have the right to include the results of your research in publication, promotion, distribution and sale of the LPI and all related products.

Permission is limited to the rights granted in this letter and does not include the right to grant others permission to reproduce the instrument(s) except for versions made by nonprofit organizations for visually or physically handicapped persons. No additions or changes may be made without our prior written consent. You understand that your use of the LPI shall in no way place the LPI in the public domain or in any way compromise our copyright in the LPI. This license is nontransferable. We reserve the right to revoke this permission at any time, effective upon written notice to you, in the event we conclude, in our reasonable judgment, that your use of the LPI is compromising our proprietary rights in the LPI.

Best wishes for every success with your research project.

Cordially,

Ellen Peterson
Permissions Editor
Epeterson4@gmail.com

Appendix K
Organizational Climate Descriptors Questionnaire-RS Approval

A CONCLUSION AND A CAUTION

Why use the climate and health inventories? Will they make schools better? There are no guarantees or quick fixes. But we believe that open and healthy schools are better schools. Teachers are more productive, administrators are more reflective, and students achieve at higher levels. Academic emphasis is an integral part of an open, healthy school. True, the climate of a school can be open and student achievement not high, but when openness is linked with a press for achievement --that is, high but achievable student goals are set; the learning environment is orderly and serious; teachers believe students can achieve; and students are committed to doing well--schools are successful. Students achieve at high levels.

We return to Harding High School by presenting the comprehensive health and climate picture of the school. Compare Harding's profile with the prototype of the open and healthy school. Harding is a school that must change if teachers and students are to be productive. Unfortunately, administrators at Harding act as if they are unaware or unwilling to engage the task of change. They hunker down in the hope that their problems will go away.

Not all administrators react this way. In fact, most are curious about the character of the workplace and welcome a systematic look at what is happening in their school. The health and climate instruments are simple devices that do the job easily. There is an initial phase of enthusiasm with the measures as administrators see both a way to capture a tone of their school and a direction for improvement.   In larger districts, the instruments have even been adapted for use at the department level. The optimism certainly arises from the usefulness of the instrument, but not solely. Some department chairs and principals confide that the climate and health results allow them to bring some order to the relatively chaotic state of the change literature. There is no end to injunctions for school administrators; some have suggested there are more solutions than problems. In any event, administrators who have used the OHI rave about its usefulness. They claim they are better able to sort out how they are truly received by their teachers. For most of them, the news is mixed. Often the message is blunt. The principal burdens teachers with trivia and busywork and doesn't go to bat for them.

The typical principal response is "I disagree," or, "that's wrong." But the issue here is not who is right and who is wrong. The feelings of the teachers are real and based on something. The principal may indeed behave as described or may be misperceived as behaving that way. It really doesn't matter. Teachers act on their beliefs and perceptions. Principals need to come to understand the basis of the beliefs of the teachers so that they can respond directly and adroitly. The instruments neither lie nor explain, they simply describe. They are tools for reflection and action.

We believe in the efficacy of the OHI and OCDQ, but we would not want to overpromise their benefits or see them used inappropriately. They mirror the interaction patterns in a school. They are the foundations for self-analysis and organizational improvement. We believe, and there is research evidence (see Chapter 6), that the instruments measure important sets of variables that are related to positive teacher and student performance. Open and healthy schools are good places. People like each other and they like their schools. Trust, commitment, cooperation, loyalty, and teamwork are the hallmarks of such schools. Schools are transformed into educational communities where individuals come to respect each other and help each other. We caution against using either battery of tests for summative evaluation. To do so would be to weaken their utility as tools for organizational development and improvement.

Rather than an impression of school atmosphere, the instruments provide reasonably valid and reliable descriptions of health and climate. The measures are relatively unobtrusive, simple to administer, and easy to score. If teachers are guaranteed anonymity, there is no problem in getting them to respond. In fact, teachers enjoy the opportunity to express honest opinion without fear of retaliation. None of the instruments requires more than ten minutes to complete. The test batteries should be given to teachers as part of a regular faculty meeting. If half the teachers respond to the OCDQ and the other half to the OHI, a complete profile can be obtained in ten minutes or less. It is a good idea to have periodic assessments of health and climate.

We encourage the use of the instruments. Simply reproduce them and use them. Share your results with us so that we can refine the measures and develop comprehensive norms. Many administrators learned to use such instruments when they were in graduate school, but their skills have grown rusty. If we can help you, let us know.

Notes

1. For information on computer scoring and analysis of your school climate (OCDQ-RE or OCDQ-RS) or school health (OHI-E or OHI), contact::

Arlington Writers Ltd.
2548 Onandaga Drive
Columbus, OH 43221
Fax 614-488-5075

Appendix L
Dr. Janet Pulleyn's Approval

BROWN, CHRISTOPHER - VHS Principal

From:	Pulleyn, Janet <JPulleyn@washoeschools.net>
Sent:	Thursday, September 28, 2017 6:26 PM
To:	BROWN, CHRISTOPHER - VHS Principal
Subject:	RE: Doctoral Dissertation

Dear Christopher,

Thank you for the email and call. I appreciated your professional courtesy in asking for permission to use my dissertation as model for your dissertation.

I give you my permission to use my dissertation. I wish you the best of luck as you go through the process. If you have any questions, please do not hesitate to contact me.

Please send me a link to your final dissertation. I would enjoy reading about your findings and further questions that you may have.

I wish you the best in your doctoral journey!

Sincerely,

Janet

Janet L. Pulleyn, Ph.D.
Staffing Coordinator
Coordinator of University Partnerships
WCSD – Human Resources
(775) 325-2075
jpulleyn@washoeschools.net

Interested in joining the WCSD team? Click here to explore the opportunities we have available:
http://www.washoeschools.net/site/Default.aspx?PageID=1034

Please let me know how I helped you! Thanks!
https://www.surveymonkey.com/r/1718TA

From: BROWN, CHRISTOPHER - VHS Principal [mailto:CHRISTOPHER.L.BROWN@hcbe.net]
Sent: Thursday, September 28, 2017 2:54 PM
To: Pulleyn, Janet <JPulleyn@washoeschools.net>
Subject: Doctoral Dissertation

Dr. Pulleyn,

Good afternoon! I hope this e-mail finds you well. I recently left a voicemail at (775) 325-2075 regarding your dissertation. I am a doctoral student at Columbus State University in Columbus, GA. While searching ProQuest I came

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Appendix M

June 28, 2018

The content of Appendix M was redacted owing to copyright.

Appendix N

Organizational Climate Descriptors Questionnaire-RS

Organizational Climate Descriptors Questionnaire-RS
Directions: The following are statements about your school. Please indicate the extent to which each statement characterizes your school. Rarely Occurs=1   Sometimes Occurs=2   Often Occurs=3   Very Frequently Occurs=4
1. The mannerisms of teachers at this school are annoying.
2. Teachers have too many committee requirements.
3. Teachers spend time after school with students who have individual problems.
4. Teachers are proud of their school
5. The principal sets an example by working hard himself/herself.
6. The principal compliments teachers.
7. Teacher-principal conferences are dominated by the principal.
8. Routine duties interfere with the job of teaching.
9. Teachers interrupt other faculty members who are talking in faculty meetings.
10. Student government has an influence on school policy.
11. Teachers are friendly with students.
12. The principal rules with an iron fist.
13. The principal monitors everything teachers do.
14. Teachers' closest friends are other faculty members at this school.
15. Administrative paper work is burdensome at this school.
16. Teachers help and support each other.
17. Pupils solve their problems through logical reasoning.
18. The principal closely checks teacher activities.
19. The principal is autocratic.
20. The morale of teachers is high.
21. Teachers know the family background of other faculty members.
22. Assigned non-teaching duties are excessive.
23. The principal goes out of his/her way to help teachers.
24. The principal explains his/her reason for criticism to teachers.
25. The principal is available after school to help teachers when assistance is needed.
26. Teachers invite other faculty members to visit them at home.
27. Teachers socialize with each other on a regular basis.
28. Teachers really enjoy working here.
29. The principal uses constructive criticism.
30. The principal looks out for the personal welfare of the faculty.
31. The principal supervises teachers closely.
32. The principal talks more than listens.
33. Pupils are trusted to work together without supervision.
34. Teachers respect the personal competence of their colleagues.